DOCUMENT RESUME

ED 149 129 08 CE 014 396

TITLE	Planning for Change through Career Education. Interim Report.
INSTITUTION	Wyoming State Dept. of Education, Cheyenne.; Wyoming Univ., Laramie. Coll. of Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	502AH-60063
PUB DATE	Sep 77
GRANT	G08-76-00116
NOTE	118p.
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	Academic Achievement; *Career Education; Career Exploration; Curriculum Development; *Educational Alternatives; Educational Coordination; Educational Objectives; Employer Attitudes; Interagency Cooperation; Program Administration; Program Descriptions; *Program Development; *Program Effectiveness; School Community Cooperation; School Districts; Senior High Schools; Skill Development; Student Attitudes; Student Improvement; *Vocational Development; *Work Experience Programs
IDENTIFIERS	*Experience Based Career Education; Wyoming

ABSTRACT

Evaluation was conducted of the first year of a project designed to plan, implement, evaluate, and diffuse a comprehensive experience based career education (EBCE) curricular model through cooperation of four Wyoming school districts, the University of Wyoming College of Education, Project Wyoming Innovative Network Schools (WINS), and the Wyoming State Department of Education. The four school districts involved in the adaptation of the Northwest Regional Education Laboratory's (NWREL) EBCE model were Cheyenne, Laramie, Lander, and Glenrock. Emphasis of the third-party evaluation was on learner outcomes. Experimental and control group student outcomes in the areas of life skills, basic skills, career development, and other project activities were assessed using a pretest-posttest experimental design or a gain score analysis using the NWREL testing program and additional instruments developed by the evaluator. Students had positive feelings about the project with strong emphasis on student journals and job explorations. Students and employers participating in the program were interviewed. The overall conclusion drawn was that the project was implemented and managed in an excellent fashion; progress in all areas was satisfactory. It was recommended that the cooperating institutions develop a system for community collaboration, or the project would achieve only limited impact on educational goals and objectives. (Individual reports made by each demonstration site are attached.) (TA)

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ED149129

INTERIM REPORT

Project No. 502AH 60063

Grant No. G08-76-00116

JAN 16 1978

Planning For Change Through Career Education

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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September, 1977

CE 014 396

Note to Interim Report Readers:

Because of the uniqueness of the Wyoming EBCE Project having one contracting agency (Wyoming State Department of Education) and four demonstration sites, this report has been designed in the following manner:

State Report

Project Summary
Body of the Report

Attachment A

Laramie

Attachment B

Lander

Attachment C

Cheyenne

Attachment D

Glenrock

Since many of the forms that have been developed, adopted and/or adapted by each site are similar in content and format, the Project Director has decided not to include these forms. If this is not satisfactory, all forms from all four sites will be sent to your office. Only items that are unique to the site will be added to individual reports.

PROJECT SUMMARY

I. Time Period

September 1, 1976 to August 31, 1977

II. Goals and Objectives

The Wyoming State Department of Education, the University of Wyoming, and Project WINS, in cooperation with four local education agencies, will provide the means, resources and processes for effective adoption of the National Institute of Education's (NIE's) Experience-Based Career Education Model.

For the purpose of project management and analysis, the project objectives were specified by process objectives. Progress toward meeting these objectives were measured according to a monitoring/evaluation design and plan. Thus, while the project was operating, strengths to capitalize upon can be identified and weaknesses can be spotted early enough for corrective action to be taken.

For the purposes of organization, four general categories are set up within which the project objectives may be placed. They are: A. Project Management; B. Staff Development; C. Dissemination and Statewide Clearinghouse/Brokerage; D. Evaluation.

A. Project Management

1.0 Provide assistance to the local education agencies in the final preparation of individual management tasks for the first year implementation plan.

1.1 The project director will review the proposal and will list in written form the specific tasks, missions, and functions to be performed by the project sites; consistent with the recognized project purpose and the approved proposal.

1.2 The project director will prepare in writing a role description for the several types of staff needed to perform the functions.

1.3 The project director will prepare in written form a schedule of staff training events including: training topics, credentials of workshop leaders, and relationship of training program to project performance needs.

1.4 The project director will make projections of the significant events in the project or significant products to be developed. These will be prepared in written form on a management flow chart or similar planning device.

1.5 Project activities related to maintaining relationships among the agencies at the state, national and local level will be maintained through a management log.

2.0 Provide assistance to the local education agencies in the development of their own unique delivery systems (processes, techniques, materials) for implementing and sustaining efforts in Experience-Based Career Education.

2.1 All of the Experience-Based Career Education programs functioning in the state will be in operation under an approved (state) implementation and maintenance plan, which reflects provisions for student developmental phases related to awareness, orientation, exploration and preparation, and the learner outcomes outlined in 2.2 below.

2.2 All participating districts will be encouraged to provide for the student developmental phases of awareness, orientation, exploration and preparation by inclusion of the following suggested subgoals within the framework of their implementation and maintenance plans. Individual program objectives are incorporated into the context of a given program.

2.2.1 Young people who participate will acquire basic academic skills which are at least equal to their counterparts in a traditional program and which are required for adaptability in our rapidly changing society.

2.2.2 Young people who participate will demonstrate that they have developed work habits and work attitudes which are superior to those developed by young people in a traditional program (evidenced by the ability to establish goals; by rate of attendance, punctuality, and other measures deemed appropriate).

2.2.3 Young people who participate will demonstrate a higher level of "life skills and functional adult competencies" than young people involved in the traditional program.

2.2.4 Young people who participate will demonstrate a higher level of career decision-making skills, job hunting and job getting skills, than will young people in a traditional program.

2.2.5 Young people who participate will demonstrate a higher level of self-awareness and career awareness than will young people in a traditional program.

2.2.6 Young people who participate will have greater awareness of their opportunities for continuing and recurrent education after they leave their formal system of schooling than will young people in a traditional program.

2.2.7 Young people who participate in the program will have a higher level of satisfaction in their choice of education and work than will young people in a traditional program.

2.2.8 Young people who participate in the program will be more likely to select career areas for exploration of their career goals, or for career preparation, which are different than those normally expected for their sex-roles than will young people in a traditional program.

2.2.9 Young people who participate in the program will experience reduced feelings of alienation from their parents, their school and their communities.

2.2.10 Young people who participate in the program will view their learning environment as more friendly and conducive to their own self-development and career development.

B. Staff Development

1.0 Determine the appropriate Experience-Based Career Education incremental staff implementation needs of the local education agencies (public and non-public) through a continuous process of staff individual needs assessment and monitoring.

1.1 The project director will determine the staff implementation needs in the following area: program mangement, curriculum/instruction (elimination of existing sex-bias - sex-fair guidance emphasized), and employer coordination.

1.2 The project director will initiate an ongoing program of monitoring of staff needs through the use of role analysis (MBO review on quarterly basis).

1.3 The project director will develop staff skills for (a) informing other Wyoming school districts about available EBCE approaches, and (b) cooperatively training other staffs interested in adopting the EBCE approach or curricular aspects.

C. Dissemination

1.0 Provide other agencies with information about dissemination services available from the Wyoming State Department of Education in EBCE demonstration sites in cooperation with the University of Wyoming and Project WINS (Wyoming Innovative Network Schools).

1.1 The project director will develop and maintain a data bank within the project files with information on Wyoming's approach to adopting/adapting EBCE Model and individual program's delivery systems.

1.2 The project staff will prepare, during the first year of each project site, program descriptions specific enough to answer the questions of potential adopters.

1.3 The project staff will prepare during the first year a brochure containing the EBCE Wyoming model suitable for adoption by LEAs.

1.4 The project director and the EBCE staff will plan two information orientation sessions on the EBCE model.

1.5 The project staff, in coordination with the University of Wyoming and Project WINS, will develop and select target dates for intensive dissemination plans to LEAs on a statewide basis.

1.6 The project director with assistance from the Wyoming State Department of Education Planning, Evaluation and Information Division (WSPE), will develop a systematic process for 1) identifying those school districts in Wyoming which are at a point in the adoption process where they can perform a service, and 2) developing a mechanism for bringing such school districts and technical assistance together. The project staff will develop a systematic mechanism for determining the type and extent of support they will provide to a Wyoming school district, based upon its potential for carrying through with the adoption process.

1.7 The project director and staff will establish a systematic routine and process including a questionnaire, rating scale, or similar instrument for determining the purposefulness of a district requesting project assistance.

D. Evaluation

Provide evaluation procedures that generate data necessary to provide 1) corrective feedback to key components of the state assistance process, and 2) third-party evaluation reports to the U.S. Office of Education. Emphasis will be given to learner outcomes within the context of a given district's operational environment and philosophy of career education.

III. Procedures Followed

The procedures used were designed and structured to plan, implement, evaluate and diffuse, in a cooperative venture with the four Wyoming school districts, the University of Wyoming College of Education, Project WINS, and the Wyoming State Department of Education, a comprehensive EBCE curricular model.

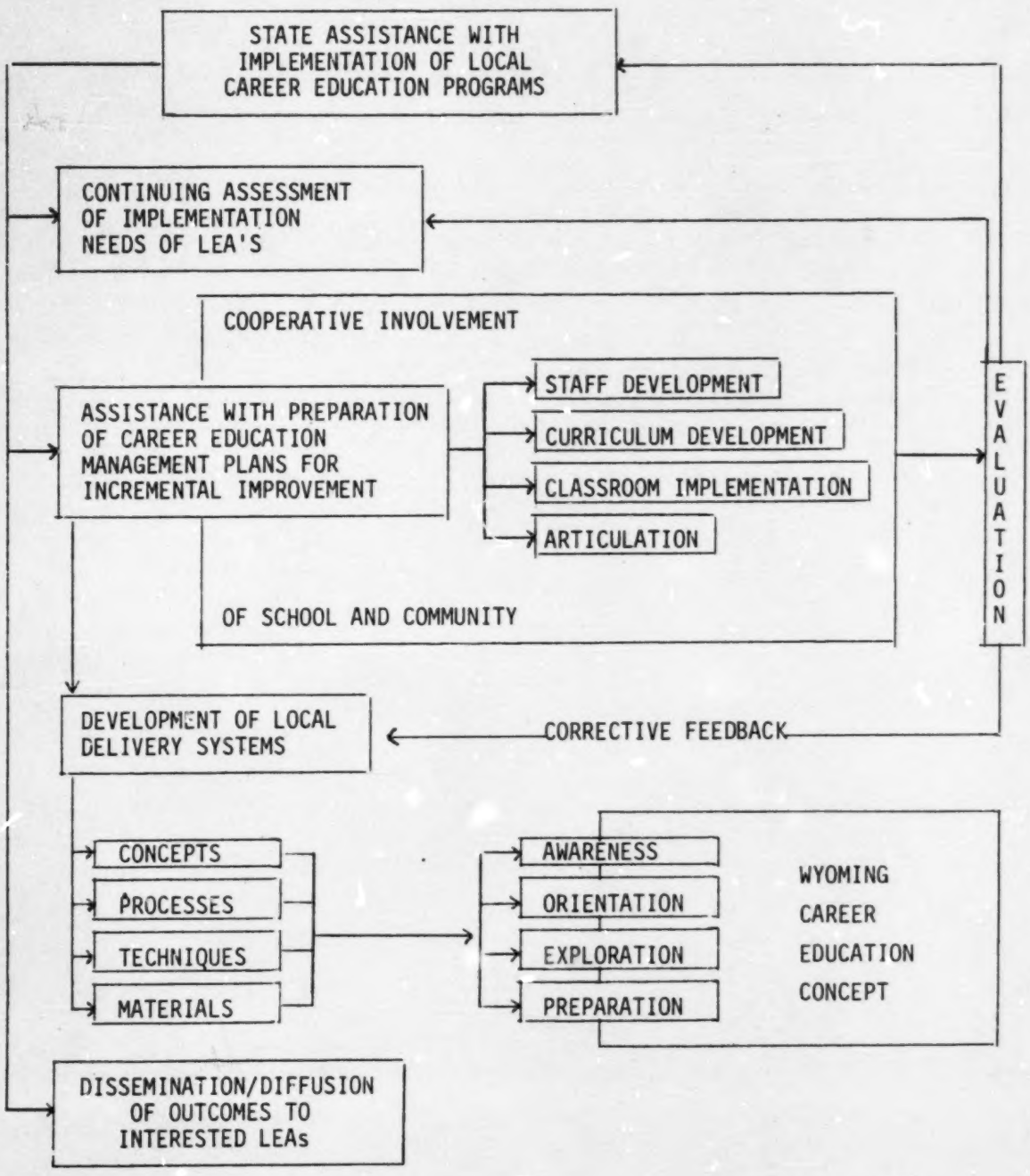
It is the purpose of this project to provide the four education agencies (public and non-public) with the means, resources, and processes for effective incremental improvement of their ongoing educational efforts with the adoption/adaption of Northwest Regional Education Laboratory's EBCE Model. In return, the Wyoming State Department of Education provided evaluation data to the Office of Education (Washington, D.C.) on the effectiveness of each LEA's delivery system with the primary focus on the learner outcomes.

In order to accomplish the state objectives, the WSDE, in cooperation with interested agencies, is using a systematic statewide delivery system described graphically on the following page.

1) Creating an awareness of successful, innovative approaches to educational problems, and

2) Developing specific processes whereby those LEAs which desire to make change may be given technical assistance, financial aid and support in their efforts.

IMPLEMENTATION OF THE CAREER EDUCATION CONCEPT IN WYOMING



IV. Results; Accomplishments

From a state perspective, the project is making a substantial impact and contribution to the incremental improvement and expansion of career education, community education, occupational education and general education in Wyoming; as well as providing a mechanism for the dissemination/diffusion of successful practices and curricula implications of the EBCE model. But most importantly, the project is making a substantial contribution to the solution of identified educational learner needs in these four LEAs secondary program and, in turn, to the learner needs of the state.

Each LEA is serving the handicapped/slow learner, gifted and talented, as well as the general learner and is successfully bridging the gap between school and adult life (work or continuing education).

V. Evaluation

The Center for Education and Management was contracted to provide a third-party evaluation on each site and the state management of the project. The evaluation design addressed two major concerns: 1) Is the project being implemented as stated in the approved project proposal? and, 2) Is the project achieving the student outcomes?

A. Student Outcomes Evaluation

The student outcomes were assessed using a pre-test/post-test experimental design. This design assessed student achievement using the Northwest Regional Education Laboratory (EBCE) Testing Program and additional instruments developed by the third-party evaluator.

B. Process Evaluation

The management of the project was assessed on a quarterly basis using an MBO (Management by Objective) form and BAR (Brief Accomplishment Report) form.

VI. Conclusion and Recommendations

The overall conclusion drawn is that the project was implemented and managed in an excellent fashion. The progress in all areas is satisfactory; and in many areas it is excellent. One site (Cheyenne) had problems implementing the full model and its processes. The problem was identified as an overload and understaffing of the project site.

BODY OF THE REPORT

I. Problem Areas

The major problem areas centered around three themes A) insurance, B) testing (control group) and C) state coordination.

A. Insurance

In determining and providing proper and adequate insurance for EBCE students, a slowdown in the program planning resulted. A ruling by the attorney for the State Department was initiated which provided direction and solution. The problem centered around the insurance package as presented by the NWREL. The insurance package is not available from certain insurance agencies. Although the Cheyenne and Lander sites have concerns, the insurance companies seem to indicate that it is a matter of the program being new and in the final analysis, no real problem exists. It seems the area creating the greatest difficulty is that of individual student coverage. The problem was approached in this way: First, the State Department's attorney analysis of the federal register guidelines and the state's regulation on school insurance provisions. Second, this analysis was sent to each project site for review and comments and third, each site analyzed its school insurance policies and finally secured EBCE insurance.

B. Testing - Securing a Control Group

A common problem at three demonstration sites was in providing an adequate control group as outlined in the evaluation design. The project attributes this to a lack of understanding of basic research and evaluation procedures by LEA personnel. A workshop on the subject of testing and data gathering was provided and a follow-up document was sent to inquire about the needs of each LEA in regard to this area. The problem was resolved by the third-party evaluator and the project director, and each LEA.

C. Coordination with State Coordinator for Vocational Education

This area centers around working and funding relations with the State Coordinator of Occupational Education. Lines of communication have not existed to the extent for effective program development with the two offices within the Division of Instructional Services. The problem centers on establishing long-range funding priorities under the new Vocational Education Act of 1976, sub-part III and the role and responsibility of the State Coordinator of Career Education under this sub-part III.

The problem was projected as:

1. Lack of consistent WORK PLAN regarding career education and vocational education, and

2. Lack of clear role and responsibility for career education.

Steps toward solution:

1. Conference meeting with involved parties, toward a clear statement of purpose and role functions, perhaps leading to

2. Establishment of an Education-Work Group Coordination Council.

D. Other Problem Areas encountered:

1. Facilities (Laramie and Glenrock)
2. Community Development (all sites)
3. Grading System (Laramie and Lander)
4. Federal Fiscal Year (Lander)
5. Student Recruitment (Cheyenne)
6. Student Progress Monitoring (Cheyenne)
7. Project Writing (to some degree - all sites)
8. Dissemination to other staff (Lander, Laramie and Cheyenne)

II. Goals and Objectives

See pages 1 - 4.

III. Project Design and Procedures

A. Site/Staffing

The four school districts involved are Laramie County School District #1 (Cheyenne) Albany County School District #1 (Laramie), Lander Valley School District #1 (Lander), and Converse County School District #2 (Glenrock).

1. Cheyenne

This program, through its Alternative High School, will serve two public high schools and one parochial school. The first year of the program will service 15 students who represent a cross-section (1/3 special, 1/3 general and 1/3 gifted and talented) of school population characteristics.

Cheyenne is the state capital. It has a population of 49,975 and a governmentally and industrially based economy surrounded by ranching and farming land. Along with the local school district, Cheyenne has a community college campus serving the population.

Staffing - 1/4 Project Coordinator, 1 Learning Manager, 1 Secretary/ Aide, 1/4 Bus Driver.

2. Laramie

The learning center is housed within the high school facilities. The program will have 16 students which represent a cross-section (1/3 special, 1/3 general and 1/3 gifted and talented) of school population characteristics.

Laramie is the home of the University of Wyoming and has a population of 24,600. Laramie is largely a university town surrounded by farming and ranching communities which make up its economy base.

Staffing - 1/2 Project Coordinator/Community Resources Coordinator, 1 Learning Manager, 1 Instructional Resource Aide.

3. Lander

The learning center is housed at the high school. The program will serve 8 to 10 students which represent a cross-section (1/3 special, 1/3 general and 1/3 gifted and talented) of school population characteristics including American Indian.

Lander has a population of 8,100 and a diverse economy base made up largely of agriculture, mining and retail trade along with medical service and governmental services.

Staffing - One Project Coordinator/Learning Manager/Community Coordinator, 1 Secretary.

4. Glenrock

The learning center is housed at the high school. The program will serve 10 to 15 students which will represent a cross-section (1/3 special, 1/3 general and 1/3 gifted and talented) of the school population characteristics.

Glenrock has a population of 2,500 and has an industrially-based economy surrounded by ranching areas. Glenrock is presently an industrial impact community, a result of rapid population and economic growth.

Staffing - 1/4 Project Coordinator, 1 Learning Manager, 1 Community Resource Coordinator

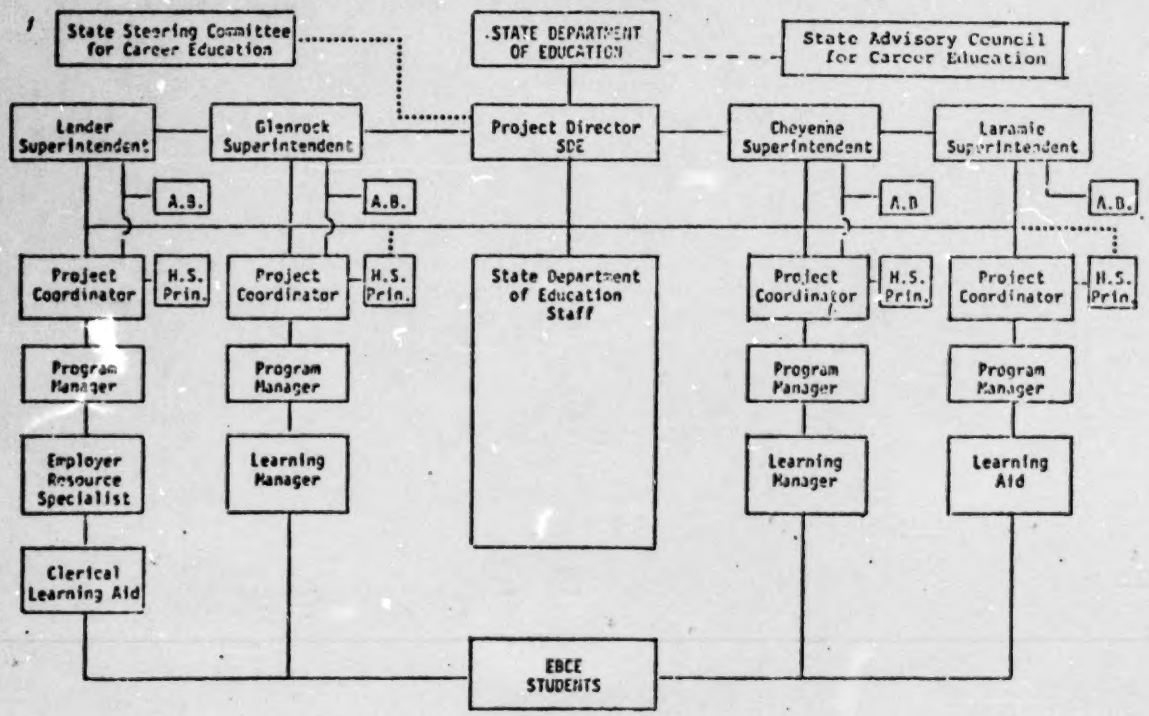
IV. Descrption of the Project

A. Administrative Structure

The project organization chart clearly relates line and staff communication and responsibility factors in project management. Each project site has at least a full-time program manager. The project is advised by two outside elements -- the State Steering Committee for Career Education and the State Advisory Council for Career Education. An independent third-party evaluator, Dr. Ken Spooner, is responsible for the evaluation of the project. State consultants also provide a liaison between the Project Director and local implementation sites.

The Project Manager is responsible for providing overall coordination and for providing technical assistance for program planning, implementation, evaluation and demonstration of the EBCE Project.

WYOMING EBCE ORGANIZATIONAL CHART



B. Project Design

This project is designed and structured to plan, implement, evaluate and diffuse, in a cooperative venture with four Wyoming school districts, the University of Wyoming College of Education, Project WINS (Wyoming Innovative Network Schools), and the Wyoming State Department of Education, a comprehensive EBCE curricular model.

It is the purpose of this project to provide four education agencies (public and non-public) with the means, resources, and processes for effective incremental improvement of their ongoing career education efforts with the adoption/adaption of Northwest Regional Education Laboratory's Experience-Based Career Education (EBCE) Model. In return, the Wyoming State Department of Education will provide evaluation data to the Office of Education (Washington, D.C.) on the effectiveness of each Experience-Based Career Education Program's delivery system with the primary focus on the learner outcomes. The objectives are to:

1. Provide assistance to the local education agencies in the final preparation of individual management tasks for the first-year implementation plan.

2. Provide assistance to the local education agencies in the development of their own unique delivery systems (processes, techniques, materials) for implementing and sustaining efforts in Experience-Based Career Education.

3. Determine the appropriate Experience-Based Career Education incremental staff implementation needs of the local education agencies (public and non-public) through a continuous process of individual staff needs assessment and monitoring.

4. Provide other agencies with information about dissemination services available from the Wyoming State Department of Education in cooperation with Experience-Based Career Education demonstration sites, the University of Wyoming and Project WINS.

5. Provide evaluation procedures that generate data necessary to provide: 1) corrective feedback to key components of the state assistance process, and 2) third-party evaluation reports to the U. S. Office of Education. Emphasis will be given learner outcomes within the context of a given district's operational environment and philosophy of career education.

In order to accomplish the state objectives, the Wyoming State Department of Education (WSDE), in cooperation with the interested agencies, is using a systematic statewide delivery system through:

a) Creating an awareness of successful, innovative approaches to education problems, and

b) Developing specific processes whereby those LEAs which desire to make change may be given technical assistance, aided financially, and supported in their efforts.

If we consider career education, and the EBCE model in particular, as a beginning solution to all of the needs, we are in effect managing planned educational change. The state has identified ten student learning outcomes that are closely related to the reported needs. Because of the integrated nature of the EBCE program's curriculum, there is not a direct one-to-one match between identified needs and student learning outcomes.

The following matrix outlines the identified learner needs with the identified EBCE learner outcomes and offers specific procedures (within the boxes) which EBCE will use to achieve the objectives:

EBCE Identified

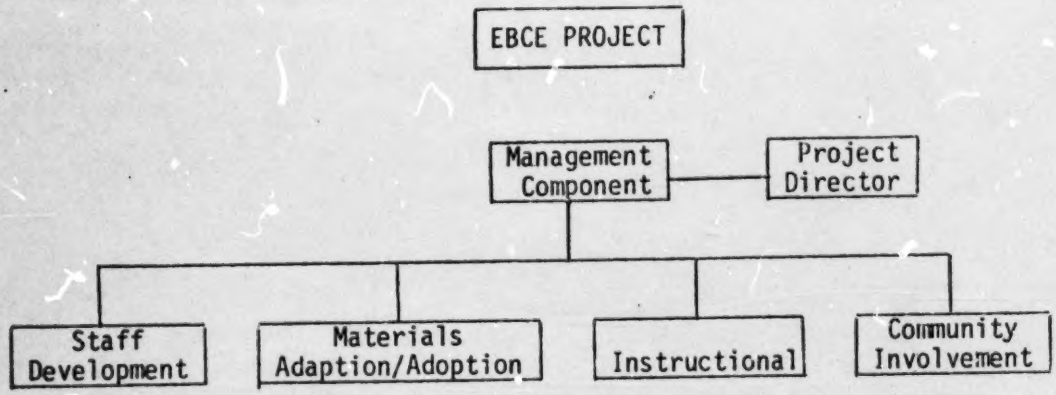
Wyoming EBCE Project: Needs and Outcomes Matrix

(Items within the boxes are specific procedures which the project will use to achieve the identified objectives.)

State Assessed Needs \ Student Learning Outcomes	1	2	3	4	5	6	7	8	9	10
A	Assessment Learning Site Analysis Basic Skills Life Skills Proj									
B		Time Accounting Community Site Participation		Assessment Exploration Competencies		Assessment Guidance Exploration				
C		Time Accounting Community Site Participation	Functional Citizen Proj. Personal-Soc. Devel. Proj. Competencies							
D			Projects Competencies						Comm-based Learn Activity Guidance Accountability Use of Com.Res. Competencies	Comp. Full-time Alternative Evaluation Student Input Guidance
E	Assessment Indiv. Learning Plan	Negotiation Time Accounting Community Site Participation			Assessment Guidance Exploration	Indiv. Learning Plan Placement Serv. Process-Oriented Curriculum	Assessment Guidance Exploration Student Input	Staff Training Guidance Placement Serv.	Commun-Based Learn Activity Guidance Accountability	Comp. Full-time Alternative Evaluation Student Input Guidance
F	Life Skills Projects		Projects Competencies							
G	Assessment Indiv. Learning Plan Process-Orient'd Curriculum	Negotiation						Staff Training Guidance Placement Serv.		

V. Project Components - The Experience-Based Career Education Model

The project components can be charted in the following manner:



Program Activities - What Students Learn

Each student's learning is individually planned in terms of three content areas: Life Skills, Basic Skills and Career Development. EBCE staff work closely with the student to identify interests and abilities, negotiate learning goals and plan activities and resources that will help the young person move toward broader career and life goals. The student's learning is carefully inter-woven so that Life Skills activities involve practice in Basic Skills and help place Career Development experiences in perspective.

Life Skills: Creative Development, Critical Thinking, Funcational Citizenship, Personal/Social Development, Science, and Competencies

Life Skills organizes learning around the attitudes, information and techniques needed in adulthood. Six Life Skills categories emphasize lifelong learning, personal growth and the relationship of individuals to broader community, national and world concerns and activities.

Creative development strengthens student abilities to identify and participate in the creative possibilities that give meaning to life and work. Some students seek out traditional fine art forms while others discover new ways of applying their talents in other areas of interest to them.

Critical thinking builds on basic common sense and helps students use simple problem-solving skills in planning all aspects of daily living. Students are expected to increase their ability to gather, analyze and interpret information and to seek solutions to problems.

In functional citizenship students are expected to know how democratic processes are applied in everyday life and career situations. Models from local, state and federal government are examined.

For personal/social development students are expected to improve their ability to understand themselves, their own behavior and the effects of their behavior and attitudes on others.

For science students are expected to increase their abilities to recognize and apply scientific procedures and methods, particularly in analyzing technology's impact on natural environments and cultural values.

Competencies are some basic "survival" skills identified by the local community as essential to daily living.

Basic Skills: Listening/Speaking, Mathematics, Reading and Writing

Basic Skills concentrate on the reading, mathematics, writing, listening and speaking skills essential to performing tasks and functions students encounter in the program and in adulthood. Basic Skills learning occurs largely through applied tasks in Life Skills and Career Development activities chosen by the student and practiced at community sites.

EBCE expects students to grow in their understanding of how Basic Skills needs vary with different careers and how to adjust to meet skill levels required by careers that interest them. If a student lacks the foundation skills in any of these areas, help is arranged.

Career Development: Career Knowledge, Employability Skills, Identifying Career Interests, and Understanding Work

Career Development helps students identify, assess and refine career information and skills through realistic onsite experiences with people and places in the community. Students spend from 15 to 20 hours weekly testing out career options and working on individual goals in Life Skills and Basic Skills.

All students should identify career interests and increase their knowledge of personal aptitudes, interests and abilities as they relate to potential occupational choices. Students should also understand work by increasing their knowledge of the many social, governmental and economic issues and trends that impact the job market and the world of work in general.

Students increase their employability skills by learning to be dependable and adaptable. They acquire specific skills in job finding, job application and on-the-job relationships with employees, employers, customers and clients. Finally, students increase their career knowledge by learning more about monetary and psychological rewards and preparation requirements, costs and training programs in careers of interest to them.

Program Activities - How Students Learn

The EBCE Experience

In addition to specific learning goals students set in Life Skills, Basic Skills and Career Development, there are a number of less measurable

outcomes important to a young person's transition to adulthood. Often spontaneous and unplanned, these outcomes occur daily as students interact with EBCE people, processes, ideas and places.

All students are expected to grow in the ability to gather information by using a variety of resources (people, places, materials and community events) to solve problems and pursue interests. As they join in daily negotiations with program staff and community resource people, EBCE students also practice their abilities to communicate with adults.

EBCE expects students to increase their self-initiative by recognizing and taking responsibility for their actions -- both while in the program and in their daily lives. In addition, students should grow in their ability to understand others -- to trust, to be open to change and to respect differing values.

Decision-making is examined and practiced constantly in EBCE. Students are expected to increase their ability to utilize all available information about themselves and about the world in planning and choosing alternatives. Finally, as preparation for adulthood, EBCE students are expected to recognize and assume responsibilities for their own behavior in a positive and self-confident manner.

Projects Help Structure the Learning Partnership

Projects are problem-centered "learning contracts" individually negotiated with students to help them achieve their learning goals and make efficient use of their experiences in the local community. Projects combine learning in Life Skills and Career Development areas with practice in related Basic Skills. Project activities constitute the bulk of what students do at the learning center and in the community to meet their individual needs and program requirements.

While their content varies considerably with each student, all projects follow the same format. The student agrees with a staff person on the project's topic and the kinds of activities to be performed. Together, they outline resources that might be used and establish evaluation criteria for measuring the student's performance. Completion dates are clearly identified in advance and the employer instructor or community volunteer with whom the student will be learning ratifies the project.

While the project is underway, employers and community resource people discuss and evaluate project work with staff and the student. End results of projects may be written reports, multimedia presentations or, with some activities, certification by designated resource people that performance was at the level specified on the project form.

Students may be doing several projects at once. When they finish one, they begin planning for the next project.

Career Explorations

To gain an understanding of jobs they might be interested in, all students visit at least five different places of business in the community each year for career explorations. During these explorations, students examine the nature of the work and the job functions performed there. Many explorations require full days to understand the typical work cycle. Others can be accomplished in mornings or afternoons. Explorations may also be used for completing certain project activities.

Exploration packages completed for each site help students focus on and record their observations, giving practice in job investigation and assessment skills useful in career planning for a lifetime. The packages also emphasize critical thinking and Basic Skills needed to gather and interpret information.

Learning Levels

Learning levels enable students to follow through on their career explorations by returning to particular sites for longer indepth learning experiences. Learning levels usually take from three to six weeks and occupy the students' mornings or afternoons on a daily basis. Students must complete career explorations at sites before they can use them for learning levels. However, at the same time as learning level experiences are taking place, students can also explore other sites.

Unlike the general observation activities of career explorations, learning levels give students "hands-on" practice in the skills, knowledge and attitudes required for specific jobs. To help place job skills learning in a broader context, students must negotiate projects for each learning level. These projects are based on careful analysis of opportunities for student learning available at the site and link the student's Career Development experiences with Basic Skills and Life Skills activities. Students are accountable for their attendance and performance not only to EBCE staff but also to participating employer instructors.

Skill Building Levels

The skill building level, which may follow a career exploration at a site, is an option open to students after they have finished the major portion of their program requirements. It is similar to preapprenticeship training and is used to acquire the expertise and knowledge needed to gain employment in a particular job. Skill building levels are often at sites offering regular training programs (such as a telephone operator's course). This type of site use generally lasts from three to six weeks.

Employer Seminars

Employer seminars are regular meetings of students with employers and other community people to discuss Career Development topics. The seminars help students perceive issues and trends occurring nationally through candid discussion with people from the local community who see the results of such issues as the changing work ethic, job discrimination, retirement and career mobility.

Competency Certification

The competencies (discussed previously under "Life Skills") are unique in the EBCE curriculum. Unlike other content areas, the competencies require all students to meet a standard level of performance for a specific set of skills identified by an advisory board from the community. Competency certification is the process whereby students demonstrate their proficiencies to the satisfaction of recognized experts from the local area. Students plan their own resources and appointments with competency certifiers.

Student Journals

Students and staff share thoughts and feelings with each other through journal entries written to staff correspondents on a regular basis throughout the year. Journal writing gives students a chance to think about what's happening to them and to draw connections between learning activities and other aspects of personal life. Reading and responding to journal entries helps staff to get to know students better as people and to share their own feelings and observations of each student in a friendly, non-threatening atmosphere. Journals also give staff further clues to individual student strengths and weaknesses in writing and communications skills.

Special Placements

Students use special placements when they need resources available at a community site but do not wish to commit themselves to career explorations or learning levels. Special placements are a short-term, intensive use of a site for a particular learning activity. Examples might be using special equipment for part of a science project, conferring with a welfare worker for an activity in personal/social development or visiting with a museum curator to learn about local artists for a creative development project.

Project Activities - Partnership in Learning (Community Involvement)

EBCE requires a partnership in learning. Rather than giving teachers the sole responsibility for making learning happen, EBCE involves a variety of people directly in the learning process:

1. Community members are essential partners in EBCE learning. The community provides the learning sites that are used by students to meet personal and program objectives. Working adults at these sites serve as "instructors" for the students. They not only help students learn, they also counsel students and provide help on special problems. Community resource people certify that students have gained competence in specified skills, lead seminar discussions and may even serve as tutors to meet student needs and interests.

2. EBCE students themselves help to design their own learning activities and are accountable for their own behavior and learning progress. They choose what they will learn based on a careful examination of their own interests

and abilities and within specified program requirements. Students get practice in planning, making decisions, negotiating and evaluating their own tailor-made learning plans with the continuing guidance of community instructors and a concerned and supportive professional staff.

3. Parents are regularly apprised of student progress and play a major role with program staff in helping students plan their learning activities and meet their program responsibilities. Staff/parent communication is immediate and ongoing.

4. Professional EBCE staff help manage student learning and maintain the community liaison necessary to provide learning sites for students. Staff provide support to community participants and help them become effective instructors. Staff are also available to locate learning resources in the community and provide the range of student services necessary in a comprehensive educational program.

Students, parents, business and labor people from the community and school district representatives all share in program planning and policymaking.

VI. Sex-Fair Guidance, Counseling, Placement and Follow-up Service & Elimination of Sex-Bias and Sex-Role Stereotyping

This project and its four demonstration sites have selected "Sex Fairness In Career Guidance - A Learning Kit" curriculum materials for infusion into the adopted NWREL/EBCE materials. These materials developed a set of twenty-six guidelines for assessment of sex bias and sex fairness in career interest inventories. In developing these guidelines, the following working definition of sex bias was used:

> Within the context of career guidance, sex bias is defined as any factor that might influence a person to limit -- or might cause others to limit-- his or her considerations of career solely on the basis of gender.

This working definition was selected to express the primary concern that career alternatives not be limited by stereotyped sex roles or sex bias in the world of work.

VII. Third-Party Evaluation

The Center for Education and Management, Dr. Ken Spooner, President, handles the evaluation. The evaluation design addresses two major concerns: 1) Is the project being implemented as stated in the proposal? and 2) Is the project achieving the intended student outcomes?

Student outcomes are assessed using a pre/post test experimental design. This design assesses student achievement using the Northwest Regional Educational Laboratory Testing Program for EBCE. Not all student outcomes are addressed by the NWREL Testing Program; therefore, additional data collection instruments were developed as required.

VIII. Safeguards with Respect to Non-Work Related Activities of Participating Students

Program Priority Area I of the Rules and Regulations for Research and Training, Exemplary and Curriculum Development Programs in Vocational Education, section (g) Application review criteria - General criteria for all applications provides in part:

> "Proposals developed for consideration under this priority area will be evaluated on the extent to which:
>
> Maximum Score 20 (4) Safeguards With Respect to Students' Work Related Activities. In the provision of career exploratory and career preparation opportunities in the community, the application will be evaluated on the extent to which the applicant organization has provided assurance that:
>
> (i) Insurance will be provided to cover the safety and well-being of the young people while being transported as well as while actively involved in work-related activities in the community..."

With regard to the above provision of the Rules and Regulations, WSDE posed the question as to what types of insurance local school districts can obtain, and under what authority.

Please be advised that W. S. 21-1-43 provides as follows:

> "The board of trustees of any school district may arrange to make accident insurance for medical, hospital, injury, or death benefits available to any or all pupils. The cost of such insurance may be paid from the funds of the district, or by the parent or guardian of the pupil, or on a proportionate basis between the district and the parent or guardian of the pupil. In lieu of such insurance, the board of trustees of such a district either separately or in conjunction with other boards of trustees of one or more such districts of the state may establish and maintain a fund sufficient to defray the medical, hospital, or other expenses resulting from injuries suffered by such pupils. This section shall not be construed as creating or tending to create a liability of the school district so insuring its pupils; nor shall the failure to procure such accident insurance as it is authorized by this section be construed as creating any liability of the school district."

Through this authority, local boards desiring to participate in career exploratory and preparation activities under this grant program have the ability to obtain the needed insurance coverage called for in the grant application.

IX. Insurance

Responsibility for liability insurance concerning the transportation of students to employer sites rests with the local board of education. Coordinated coverage is to be accomplished by the LEA, its insurance carrier, and the

employer's insurance carrier. Evidence of what LEAs currently involved in EBCE have done is available from the learning managers of the four NWREL models currently in operation in Wyoming.

X. Labor

Students in EBCE are involved in non-paid exploratory experiences. Contacts in community sites are involved in an exploratory experience lasting no more than 13 weeks -- that time established as an employment relationship by the Labor Department's Wage and Hour Division. Interaction with labor unions' rules and regulations was made part of the site analysis prior to allowing students the exploratory experience.

XI. Local Boards

The local board of education policy of allowing EBCE student exploratory experiences, the granting of credit, and off-campus educational experiences were an integral part of the planning and implementation of EBCE programs.

XII. Coordinating Council

The coordinating council is made up of a task force committee of the State Advisory Council for Career Education with the appointment of three ad hoc members (indicated by *before the name).

1.	State Department of Education	Dr. Thomas L. Morris Mr. Melvin Gillispie *Dr. Gary Lane
2.	Health and Social Services	Mr. Harvey Peterson
3.	Higher Education	Dr. Lawrence A. Walker
4.	Labor and Statistics	*Mr. Larry L. Witherell
5.	Manpower Coordinating Council	*Mr. Frank Galeotos
6.	State Planning Coordinating Offices	Mr. Stan Torvick
7.	Project Staff	Dr. Michael J. Elliott Dr. Martin D. Singkofer

This council is assisted by three outside groups representing education, business, labor, industry and the community as a whole. These three groups are: The State Advisory Council for Career Education, the State Advisory Council for Occupational Education and the State Steering Committee for Career Education. A fourth group will be organized in September, 1977, consisting of EBCE demonstration center personnel.

XIII. Unique Feature

The exemplary nature of this project is three-fold: First, the State Department of Education's delivery system (designed and implemented this year) to assist LEAs in matching learner needs to programs of proven worth; to create an awareness to all LEAs of successful innovative approaches to education; to develop specific processes whereby those LEAs which desire to make changes may be helped, aided, and supported in their efforts; and to require each LEA to show a disengagement plan that indicates commitment to assume full financial responsibility for the EBCE.

The second exemplary aspect of this project is the culminating guidelines of six years of research, development, and evaluation in the following areas:

1. The implementation processes, activities, and materials hold high promise of serving as a change model that other local agencies could use, and can be disseminated/diffused to any similar local agency in Wyoming, the Intermountain West and the nation.

2. The career education processes, activities, and materials are proven at the practitional level with strong involvement and support from the community (business, industry, labor, parents, etc.).

3. The feedback system into the State Department of Education of evaluation results before dissemination/diffusion activities.

4. Instead of one Experience-Based Career Education model site, Wyoming has the beginning of four (4) model sites.

5. These four sites represent what the SDE believes to be one of the best delivery systems for career education processes, techniques, and materials; that is, the local community and school districts which are involved in career education.

The third exemplary feature is the involvement of EBCE future training (preservice and inservice) in the University of Wyoming's College of Education, both in preservice and inservice components.

XIV. Results and Accomplishments

The major and minor results and accomplishments are better viewed by reading the evaluation section.

XV. Evaluation Results

The first year evaluation was an optional component because of the planning and development time given all projects (across the U.S.). But, Wyoming elected to implement this component to try to debug the design before full year operations are implemented. The reader should keep in mind the total scope of this project (four sites - full model implementations) and weigh the process information more heavily at this time because of the formative nature of the EBCE model. Later (1977-79) in the project's development, the

student outcome data becomes more important in the eyes of the evaluators. Thus, the intent of this evaluation was to provide information that will improve next year's EBCE project.

The evaluation results were in three areas: 1) project management, 2) site visits and test data and 3) general conclusions and recommendations.

EVALUATION DESIGN

I. Project Overview

The context of this evaluation was set by the above project purpose and objectives.

The charge to the evaluator was to assess the effectiveness of the four sites chosen to pilot test the Northwest Regional Education Laboratory (NWREL) Experience-Based Career Education efforts. The four schools involved were Cheyenne, Glenrock, Lander and Laramie.

The evaluation design drew heavily on the NWREL comprehensive evaluation model for Experience-Based Career Education. Many of the instruments were developed by and/or recommended for use by NWREL.

The following is the evaluation design used to monitor the four pilot sites.

The evaluation design addresses two major concerns:

1. Is the project being implemented as stated in the approved project proposal?

2. Is the project achieving the intended student outcomes?

Each of these questions have a number of sub-components that require detailed description. Also, there is or should be a relationship between the effectiveness of the intended process and the quality of student outcome.

The evaluation plan described will detail process for defining treatments, outcomes, and treatment-outcome relationships.

A. Student Outcomes Evaluation

The student outcomes are assessed using a pre-test/post-test experimental design or a gain score analysis assessed student achievement using the Northwest Regional Educational Laboratory (NWREL) Testing Program.

Objectives/Outcomes: The major focus of this evaluation will address the project objectives:

1. Young people who participate will acquire basic academic skills which are at least equal to their counterparts in a traditional program and which are required for adaptability in our rapidly changing society.

2. Young people who participate will demonstrate that they have developed work habits and work attitudes which are superior to those developed by young people in a traditional program (evidenced by the ability to establish goals, make commitments, and perservere to the accomplishment of their goals; by rate of attendance, punctuality, and other measures deemed appropriate).

3. Young people who participate will demonstrate a higher level of career decision-making skills, job hunting and job getting skills, than will young people in a traditional program.

4. Young people who participate will demonstrate a higher level of self-awareness and career-awareness than will young people in a traditional program.

5. Young people who participate will have greater awareness of their opportunities for continuing and recurrent education after they leave their formal system of schooling than will young people in a traditional program.

6. Young people who participate in the program will have a higher level of satisfaction in their choice of education and work than will young people in a traditional program.

7. Young people who participate in the program will be more likely to select career areas for exploration of their career goals, or for career preparation, which are different than those normally expected for their sex-roles, than will young people in a traditional program.

8. Whether project participants experience reduced feelings of alienation from their parents, their school and their communities.

9. Whether project participants view their learning environment as more friendly and conducive to their own self-development and career development.

10. Young people who participate will demonstrate a higher level of "life skills and competencies" than young people involved in the traditional program.

DATA COLLECTION FOR OUTCOME VARIABLES

Sought Student Outcome	Data Collection Instrument
1) Basic Academic Skills	Comprehensive Test of Basic Skills
2) Work Habits - Work Attitudes	a) NWREL EBCE Semantic differential
3) Decision-Making Skills	NWREL EBCE Semantic differential
4) Career Awareness	NWREL application and end of year questionnaire
5) Self Awareness	Student Attitude Survey
6) Job seeking and Job getting skills	(Student Survey - End of Year Questionnaire)
7) Awareness of continuing and recurrent education	(Student Survey - End of Year Questionnaire)
8) High Level of Satisfaction in this choice of Education or work	(Student Survey - End of Year Questionnaire) Student Attitude Questionnaire
9) Minimal sex stereotyping in job selection	Student End of Year Questionnaire - NWREL
10) Reduced Alienation	a) Student Survey - Evaluation b) Teacher Survey - Evaluation c) Semantic Differential
11) Participants view the project as friendly and conducive to the student self-development and career development	Student Survey - End of Year Questionnaire
12) Develop life skills and competencies	Competency based test certified by a community resource person

II. Sampling

It was necessary to secure a control group for the purposes of comparison. Below are listed the two ways suggested to pilot programs for doing this. The first method described was preferred. It will be seen later in the report that only two schools were successful in obtaining any control group subjects.

A. Random assignment of the EBCE treatment to students.

1. The project director needs to identify a pool of students wishing to enroll in the EBCE program.

2. The director randomly assigns the EBCE treatment to the number of students desired. This can be done by:

   a. Assigning each student a number 1, 2, 3, ... etc.

   b. Put number on slips of paper and put in container.

   c. Draw out the number of slips corresponding to the number of EBCE slots to be filled.

   d. The student represented by the number of the slip has been randomly assigned to the treatment.

   e. Next, draw out the number of slips equal to the number of students assigned to the experimental (EBCE) group; the students represented by these numbered slips will be the control group.

   f. You must get permission to test all students included in the study.

B. Random selection of control group from students not requesting admission into the program.

This method of selecting a control group should be used only if there are not enough students volunteering for the EBCE treatment to develop an experimental and control group.

Rules to follow in selecting the control groups are:

1. Use only students from grade levels represented in the group of students in the EBCE program.

2. From this group split the students into sections by grade level and by sex. (You may want to use other factors also such as G.P.A., etc.). Your list would look like:

SAMPLING FRAME

	Male	GPA	Female	GPA
12	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.		1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	
11	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.		1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	
10	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.		1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	

3. Then for each student in the Experimental (EBCE) Group the project director should randomly select a student with like factors for the control group. An example would be that: the first student in the EBCE group is a male and in the 11th grade. The director would then go to the list of names for 11th grade males and draw one name from this list through random methods. (This could be done using a table of random numbers or by pulling a numbered slip from a collection of numbered slips representing all students on the list).

4. Repeat the process until a control group student is assigned for every Experimental (EBCE) Group subject.

5. You must get permission to test all students in the study. If for some reason you cannot secure permission for one or more of the control group students, replace that student using the same selection method as was used in the initial selection.

To compliment the testing and data collections, the evaluator completed a site visit to each of the four pilot sites. The site visit included interviews with staff, employees, students and administrators. Also, management plans were developed for each site and for the State Career Education Consultant. The evaluator was charged with the monitoring of the State Consultant's Management Plan and in turn the State Consultant for Career Education monitored each site's manatement plan.

SUMMARY TEST SCHEDULE

Test	Reusable	Pre-Test	Post-Test	Experimental Group	Control Group	Scoring	Recording	Comments
CTBS	Yes	Yes	Yes	Yes	Yes	NWREL	Answer Sheets 6901-4	
Self-Directed Search	No	Yes	No	Yes	No	Local	Test Booklet	
Student Attitude Questionnaire	Yes	Yes	Yes	Yes	Yes	NWREL	Blue Answer Sheet (C)	
Application/background questionnaire	No	Yes	No	Yes	Yes	NWREL	Test Booklet	May be Reproduced Locally
End of Year Questionnaire	No	No	Yes	Yes	No	NWREL	Test Booklet	May be Reproduced Locally
Semantic Differential	No	Yes	Yes	Yes	Yes	Evaluator	Test Booklet	May be Reproduced Locally
(Surveys)								
Parent	No	No	Yes	Yes	No	Local	Test Booklet	May be
Staff	No	No	Yes	Staff Involved with Proj.	No	Local	Test Booklet	Reproduced
Employer	No	No	Yes	Employer involved with Project	No	Local	Test Booklet	Locally

MANAGEMENT

The evaluator has made a judgement on the progress of each objective as stated in the project's management plan upon Brief Accomplishment Report Visits, the project director's files, viewing products developed and interviews with the project director.

The conclusion drawn was that the project is well managed and has effected students in light of its objectives. The overall project management accomplished its objective except in one area. That area was onsite monitoring of various activities. The project director needs to spend more time in the field completing the brief accomplishment reports and reviewing progress of the various sites. Another area that needs further work to be done is the area of sex-fair guidance with three sites: Laramie, Lander and Cheyenne.

CHEYENNE EVALUATION

I. Site Visit

A five member evaluation team reviewed Cheyenne's Experience-Based Career Education (EBCE) Project.

The evaluation was directed by the evaluators from the Center for Education and Management (CEM) and the State Coordinator for Career Education and a career education teacher-educator from the University of Wyoming also participated in the site review.

The purpose of the site visit was to establish the extent to which the NWREL EBCE Model has been implemented at the site and to identify areas of project strength and weakness.

There are five major areas addressed in site review:

A. To what extent is instruction individualized?

B. To what extent is the project community-based?

C. To what extent is the project experience-based and reliant upon adult activities?

D. To what extent does the project have its own identity and to what extent is the project comprehensive and integrated?

E. To what extent does the project emphasize career development of students?

The newness of the project has prevented project staff members from fully implementing the EBCE Model and has, therefore, prevented the evaluators from reviewing its total scope. It is hoped that next year the full model will be implemented.

II. Description of the Project

The Cheyenne EBCE Project is a first-year attempt at implementing the NWREL EBCE Model.

The project was staffed by one full-time coordinator, serving 11 students. The project was implemented for second semester tenth, eleventh and twelfth grade students as a pilot project in preparation for next year, when selected students will be involved in the alternative education treatment for a full year.

The project had been implemented for 14 weeks and, therefore, many of the curriculum elements had not been implemented. This project had but one semester of implementation this school year. Therefore, many of the more indepth community and student experiences will not have been implemented.

The facilities appear satisfactory. The project coordinator has a desk located within the learning center. The learning center was stocked with various career information materials, study materials for alternative education programs, and survival skills. The student had access to the lab from 8:00 am until 3:00 pm daily and were required to sign in and out during hours of scheduled activity.

At the time of the site review, four students had been eliminated from the project. Two had quit, indicating that the project was not for them. Two others had been involved with the law and were forced to quit school.

III. Procedures

Structured and unstructured interviews as well as structured response questionnaires were used to collect data from the project staff, school staff, students, administrators and employers.

All interviews were conducted by CEM Evaluators on April 14 and 15, 1977. The findings of the evaluators were reviewed by the other two site visit team members, project coordinator, and the Coordinator of Vocational and Career Education prior to departure of the evaluation team from the site.

The following people were interviewed:

Students (8)
Employers (5)
School staff associated with the project (4)
Administrators (4)
High school counselors (2)
Project coordinator

IV. Findings

The evaluation team ratings on the "Implementation Site Essential Characteristics Checklist" represents a summary of the data collected during the site visit.

Overall, the implementation of the NWREL EBCE Model appeared to be somewhat weak. Communications and feedback between the project and employers, administrators, school staff support personnel and students were reviewed.

A. Individualized Program

The curriculum appears individualized. However, the evaluators found that individualized program planning was weak. The counselor has, within the last month, taken some responsibility for working with student planning. There was a complete lack of follow-up or follow-through with individual student learning plans. The evaluators found that the accountability system had not been implemented and further, that the process for identifying accountability standards had not been completed.

The students were allowed to negotiate projects with the subject matter area consultant.

B. Community Involvement

The community aspects of the program are in place. The program coordinator has developed learning sites for explorations, learning levels, and survival skill certification. However, there is a need to implement a systematic procedure for reviewing community resources, providing feedback to the employers and providing training for employers. The advisory committee has been formed and it has provided some input to the project management.

C. Career Activities

The projects are independent studies directed by program consultants. The consultants are regular teachers in the high school that are paid additional compensation to work with EBCE students in the areas of Math-Science, English and Social Studies. Also, a counselor is employed as a consultant to aid students in planning programs and other personal counseling needs.

There appeared to be little monitoring of the students' activities or progress at this time. The EBCE program seemed to use a mixture of resources; some secondary, some primary. The evaluator's observations support the contention that adult activities within the community presently serve as the primary context for student learning. It was felt that the program coordinator was familiar with the community but there has not been a systematic analysis of the learning potential of the community.

D. Identify

The life skill projects were monitored by teachers being paid extra compensation. The requirements for program completion were somewhat vague and looked somewhat like regular high school requirements with the exception of the Career Exploration activities. Some students were not aware of learning levels and did not know if they were

meeting graduation requirements. The project had a well-developed performance-based survival competencies program. There was one student who had not completed any survival competencies and several who had completed only one competency area.

The evaluators felt that there was very little interrelationship in the curriculum. The projects were discipline-oriented and the career explorations were community-related.

E. Career Development

The Career Development component of the program was the most completely developed of all reviewed components.

The interviews with employers indicated that a wide variety of sites and job types were utilized. There were non-sex stereotyped positions available for student observation. All student participation in the explorations was unpaid. The students felt that they were learning about themselves and careers and the counselor was helping in career planning. There was little evidence that students were involved in self evaluation.

F. Site Visit Results

See chart on following page.

G. Interviews

1 - Low Achievement
5 - High Achievement

SITE VISIT RESULTS

Summary of NWREL/EBCE MODEL ESSENTIAL CHARACTERISTICS

SITE	INDIVIDUALIZED PROGRAM		COMMUNITY-BASED		CAREER ACTIVITIES	
CHEYENNE	2	Assessment of Student	3	Community Input into Program	2	Mode of Learning
	SJ	Student Participation	3	Role of Advisory Board	5	Learning Strategies
	5	Negotiation	4	Community as Resource	3	Utilization of Resources
	1	Integration	2	Community Training	4	Community Activities
	1	Accountability			4	Adults Primary Resource
					2	Analysis of Community Learning Potential

	EBCE IDENTITY (COMPREH. & INTEGRATED)		CAREER DEVELOPMENT	
	2	Program Requirements	5	Community Learning Situations
	3	Program Completion Requirements	5	Non-Paid Learning
	2	Curriculum Structure	3	Decision-Making
	5	Survival Competencies	2	Self-Evaluation
	2	Interrelation of Curriculum Needs and Student Learning		

V. Administrators

One evaluator interviewed four administrators: the Coordinator for Vocational and Career Education, Project Director, Building Principal and Evaluation Testor.

The project director is directly responsible to the Coordinator of Vocational and Career Education.

The following is a summary of the responses from the various administrators:

All administrators were pleased with the cooperation between the project staff and the other building faculty. The building principal felt he had very little authority over the project. It was felt that the project should not be housed in High School III next year for the following reasons: 1) The high school is an alternative school for students with problems and the project has become associated with this alternative school's mission; 2) The students in the EBCE program have not been monitored closely enough by the project staff; this has resulted in monitoring of EBCE students by the high school faculty; 3) The freedom of the EBCE students created morale problems with the students in the regular High School III alternative program. It should be noted that there are tentative plans to move the EBCE project from the building.

The Coordinator for Vocational and Career Education felt that there would be no problem funding the program as long as state Foundation monies were provided. Overall, the coordinator was pleased with the progress to date. He would like to have more assistance from the State Coordinator of Vocational and Career Education.

Steve Foreman is responsible for testing as prescribed in the proposal. This was an added assignment and was done without added compensation. There have been several problems thus far in the testing procedure. Two major problems are: the pretest was given over an extended time period; the control group was not completely tested.

There were recommendations that the shortened version of the CTBS be used for next year. Also, it was felt that the testing might be better accomplished by the District Testing Office so that improved coordination could take place.

The Building Principal felt that he was "just sharing the building." He had an understanding of the program and was in agreement with the concept. He felt the program should not be housed in the same building with another alternative program. He further felt the students are not well monitored and this caused some minor problems. He feels that there is adequate communication with project staff.

The Project Coordinator was asked to respond to the "NWREL EBCE Process Checklist". A comparison of his responses to those solicited from students indicated that three student projects were required for completion

while the project coordinator indicated that all five pre-prepared projects were required. Students spent an average of 13.25 hours per exploration while the coordinator stated that an average of 18 hours per exploration was required. In regard to student journals, no students indicated that they were "developing trust relationships with an adult", while the coordinator felt this to be a priority. The opposite was true of "analyzing and integrating career awareness information". No students indicated that they utilized the Career Information System. The coordinator indicated some students did. No students knew what the accountability system was. The coordinator indicated that the accountability system was implemented as described in the "Handbook".

From the above comparisons it is apparent that the students and the project coordinator are not in agreement as to the extent or method of implementation of the EBCE Model.

VI. School Staff

There were four staff that were directly involved in the program. Four staff interviews were conducted with the Social Science Consultant, the English Consultant, the Math-Science Consultant and the Guidence Counselor. All four staff were paid extra for services provided to EBCE students.

Other staff in the building were, for the most part, not aware of what the EBCE program was about. They did, however, know it was housed in the same building, and were acquainted with the project director.

The three subject matter consultants were responsible for working with students in an attempt to assist in the development of student projects within the range of their discipline. Each consultant managed the projects differently.

The Social Science and English consultants have worked with students to date. Of the students starting the project few have completed or progressed significantly to date. The credit is granted by relating the project to a course offered by Central or East high schools. In the case of the Social Studies Consultant, the projects are written up in "contract" form. The student is required to present specified products for predetermined credit.

There was a feeling on the part of all the consultants that there was a need for better coordination of students' efforts and better follow-up of student progress.

The counselor has been employed since March 15 and has been quite involved with the EBCE program in terms of helping students plan. He reported that he sees at least one EBCE student a day and has spent considerable time in developing student learning plans. He feels that the program is working well for a few students; others are not taking the program seriously. In addition, he feels that a major area of thrust must be that of teaching students how to plan.

For the most part, the staff felt it was too early to evaluate the program; therefore, they didn't complete the staff survey forms. It was further observed by the evaluator that the staff was not completely aware of the total EBCE curriculum and how it was designed to operate.

VII. High School Counselors

Counselors at Central and East High Schools were interviewed. The project is seen by the high schools as a program to place students that cannot succeed with regular programs. The primary mode of student placement within the EBCE program has been referrals. There has been little direct recruiting of students and it was felt that students, for the most part, were not aware of the EBCE activities.

A need was expressed to begin identifying students for the next year's program. Also, both counselors expressed a concern for the viability of the program. They were not sure the program would continue to be supported after the three-year pilot run.

It was felt by one counselor that major problems were created because the program started in the middle of the school year. Also, it was pointed out that the project director has attempted to communicate to the faculties of the schools but had very limited success. One last point that was made was a concern about the over-utilization of community resources.

The counselors indicated they have helped students and were willing to continue their help, but both needed a better understanding of what the EBCE project is all about and more direction in what they can do to help.

VIII. Students

Eight available students (4 females and 4 males) were interviewed. The following information is a result of those interviews.

All eight students indicated that of the 13 competencies listed, seven were required to be completed the first year (January 14-May 27). The students had the option of selecting which seven to complete. Two of the 11 enrolled students had completed seven competencies and three had completed one. One of the male students did not know they existed.

Of the five listed projects (Critical Thinking, Science, Personal-Social Development, Functional Citizenship, Creative Development), none of the eight interviewed students knew which ones were required. The students could not explain what the project meant nor which projects they were currently working on.

A minimum of three student projects were to be completed by each student during the first semester of the EBCE project. Other projects were optional. Life skills project topics were selected by both students and staff, usually through negotiation. The determination of objectives and activities, and the evaluation of the results, were usually determined by both students and staff.

Three Exploration Packages were required of each student in EBCE. The sites were jointly selected by the student and the staff. An average of 13.25 hours per week were spent at each exploration site.

None of the interviewed students were able to explain the Learning Level Process. They did not know how many were required.

All students were required to maintain Student Journals at a minimum rate of two pages weekly. Most students interviewed reported they wrote in their journals daily or as often as desired. One student refused to write in the journal. There was no agreement as to when the journals were to be turned in. Students felt the primary purposes of the journals were as follows:

1) Of the seven students interviewed, four felt the journals helped analyze and integrate career awareness information.

2) Two felt communication skills were developed.

3) Five felt the journals helped them to know themselves better.

None of the students felt they were developing a trusting relationship with an adult.

In the Specific Curriculum Materials area, none of the students knew of the existence of the Individual Learning for Adults (ILA) basic skills materials, or of the Career Information System.

Program Completion Requirements were reported to be similar to those listed on pages 52-53 in the Curriculum and Instruction Handbook. Two of the seven interviewed students reported their projects did not have clearly defined requirements.

Student interviews indicated that student recruitment was accomplished through counselor referral from their previous schools. Of the eight interviewed, there were 4 seniors, 2 juniors and 2 sophomores. All had difficulty in maintaining academic standing or acceptable social behavior. Their approximate grade point average was 3.48 (1=A; 5=F) and ranged from B- to D.

Five of the students reported they were encouraged to take classes at the local high school level, and approximately three were currently involved in an independent-type study.

Four of the students reported that the guidance function was shared by all professional staff members; two reported it was entirely self-guided, and one reported there was no guidance.

Four of the students reported that staffing sessions were conducted regularly to discuss the progress of each student. Three reported there were no such meetings.

Students indicated that their career choices included the following:

- Nutrition
- Physical Education Teacher
- Photography
- Auto Mechanics
- Cook
- Salesmanship
- Beautician
- Leather Craftsmanship

The Student Accountability System did not appear to be implemented as described on pages 77-91 of the Curriculum and Instruction Handbook. None of the students was able to verbally describe what accountability meant, or how it affected them.

The Program Year Action Zones for students were reportedly not utilized.

The Forms Review in student folders and files, as indicated on pages 87-88 of the "Process Checklist," revealed that the following were required:

- CTBS Reading and Arithmetic
- Student Application Form
- Weekly Time Report

Although other forms were found, it is impossible to determine exactly which were required or optional. In most cases, the students were not aware of the existence of most of the forms.

Six students had "Special Placements" planned at the time of the visit.

IX. Employers

Five employers (two females and three males) selected by the project coordinator were interviewed. These employers included the following:

- Auto Repair Shop Foreman
- Financial House Branch Manager
- Elementary School Principal
- Veterinarian
- Elementary Physical Education Specialist

One employer dealt specifically as a competency certifier. He had worked with one student for about three months, three to four hours per day. He indicated that he had received enough information to direct student activities but wanted to know exactly what was expected of him, and he would recommend that other employers become involved with the project. He had, however, received no feedback from project staff concerning the student after certification. He was not sure whether or not students were interested in his site or the project; but stated he would continue working with the project next year because he felt it was worthwhile. He felt students learn about real life situations but that students were not receiving sufficient training from the project. He also felt that first-hand knowledge of demands in the real world could be learned better onsite than in the classroom.

The other four employers were all involved in student explorations. They indicated that students were on site an average of 15 hours per week. All spent time talking with students about job opportunities, personal problems and activities at the site. Two employers reported they evaluated the student assignments and three had supervised students to perform a specific job-related task. All four employers contacted by program personnel about the program, felt that they had received enough information to direct student activities and would recommend a potential employee become involved with the project.

Three employers felt students were definitely interested in their site; all four felt students were definitely interested in the project. The four employers felt that employees at the site had reacted positively to the project; two indicated that student contact with employees had increased the employer awareness of youth.

All four employers said they would participate in the program next year because the program is worthwhile. Two employers said they also liked the people involved in the program.

All employers felt that the strengths of the project include student exposure to real life experiences and that the experience of working with adults was good. One employer felt the student who had been at his site could not handle the freedom.

Three employers reported they could handle no more than one student at their site at one time.

The four employers felt that students could better gain first-hand knowledge of demands in the real world and experience working with the other people onsite than they could in the regular classroom. Three of the four reported that on-the-job skills, self-discipline, and motivation to learn could be learned best onsite.

Overall, the employers interviewed felt very positive about the project and the approach utilized which allowed students to gain career awareness and make career decisions through onsite exposure to the world of work.

X. Materials

The following materials were observed in use at the Cheyenne EBCE site:

- NWREL Books (5)
- Career Education Handbooks (3)
- Career Education Program
- Be Informed Series Units I-X
- Uniform Building Code
- Sign In/Out Sheets
- Competencies Cards
- Student and Employer/Instructor Contracts
- Career Exploration Guides
- Student Journals
- Pictures
- Maps

Record Player
Typewriter/Telephone
Three File Cabinets
Nine Tables
Six Student Desks
One Large Storage Cabinet
Student Files (GPA)
Data Collection for Outcome Variables Chart

XI. Conclusions

A. The program has kept some potential drop-outs in school and has worked well for some students.

B. The project has excellent facilities.

C. Students are not a cross-section of the student body.

D. Some students are not aware of program requirements.

E. There is no formal student selection process.

F. The community component is a strong working component of the program.

G. Employers feel they need more feedback and training.

H. For the most part, the students are not monitored.

I. Staff from all high schools need to be informed about the project.

J. There was no formal student assessment process.

GLENROCK EVALUATION

I. Site Visit

A four-member evaluation team reviewed Glenrock's Experience-Based Career Education (EBCE) Project. The evaluation was directed by evaluators from the Center for Education and Management (CEM). The State Coordinator for Career Education and a career education teacher-educator from the University of Wyoming also participated in the site review.

The purposes of the site visit were to establish the extent to which Northwest Regional Educational Laboratory (NWREL) EBCE Model has been implemented at the site and to identify areas of project strength and weakness.

There are five major areas addressed in the site review:

1. To what extent is instruction individualized?

2. To what extent is the project community-based?

3. To what extent is the project experience-based and reliant upon adult activities?

4. To what extent does the project have its own identity and to what extent is the project comprehensive and integrated?

5. To what extent does the project emphasize career development of students?

The newness of the project has prevented project staff members from fully implementing the EBCE Model and has, therefore, prevented the evaluators from reviewing its total scope. Next year it is hoped that the full model will be implemented.

II. Description of the Project

The Glenrock EBCE Project is a first-year attempt at implementing the NWREL EBCE Model.

The Glenrock project has two full-time staff (Learning Resource Manager and Community Resource Manager). Both of these staff members report to the district's curriculum coordinator. The project is presently serving 12 students, three of whom entered during the second six weeks of the school year. The remaining six students entered the project on the first of January.

The work project is housed in a large office in the administration office area. Each staff has a desk and work area; the students have work tables. The room is adequate for 12 students but may prove to be too small to accomodate a larger number of students.

III. Procedures

Structured and unstructured interviews as well as structured response questionnaires were used to collect data from the project staff, school staff, students, administrators and employers. All interviews were conducted by CEM Evaluators on March 16 and 17, 1977. The findings of the evaluators were reviewed by the other two site visit team members as well as project staff prior to departure of the evaluation team from the site.

The following people were interviewed:

Students (8)
Project Staff (3)
Employers (4)
School Staff (3)
Administrators (4)

IV. Findings

Overall, the project appeared excellent and was generally implemented as the NWREL Model directs. It had excellent staff, good management and was strongly supported by staff, administration and community. The project represents an excellent start to the implementation of the EBCE Model.

A. Individualized Program

The project had better than average implementation of the assessment prescription system. The areas of some weaknesses were the limited use of designated tests and the singular use of the conference method to enforce student accountability standards. Other observations were that there is some structure to the project negotiation of student projects and activities; that is, selection of student projects and activities were not totally student-centered. Also, the project has not used the student accountability system. However, the student accountability system is scheduled for more complete implementation than at present when the learning level component of the project is implemented.

B. Community Involvement

There appeared to be community awareness and support of the project. The community involvement in the project includes service as learning sites and for survival skill certification. However, there seems to be a need for the development of a feedback system for those individuals involved with the education of students within the community context. In part, this was due to the fact that the Advisory Committee had not been formed at the time of the site visit; however, the project has an active Steering Committee that serves to review many of the policies implemented.

C. Career Activities

The overall implementation of the project was designed to introduce the students to careers and to the adult world of work.

There was one area in which the project was not developed. This area involved the implementation of community learning activities. The project staff has, at present, developed several community learning activities to be implemented in the near future.

Another area that might need further development is in the site analysis. It was felt by the evaluators that the sites were analyzed and used for career information and basic survival skills certification. There seems to be a potential to develop more integrated learning in the area of basic skills and life skills within the community.

D. Identity

The project appeared to have its own identity. It was recognized as an alternative program by students, teachers and administrators. The

selection process used eliminated many problems in that the students in the project had met most of the high school graduation requirements prior to enrolling in the project. As the project matures, one area to watch is the type of students enrolling. At present, there is a good cross section of students involved; however, it is apparent that the students in the project are more academically talented than students in a normal population.

Curriculum weaknesses, that will be attended to as time permits, lie in the areas of basic skills and life skills development. Both lack implementation.

There is a lack of integration between the community and the Learning Center components of the project at this time. However, the evaluators felt that the project was doing as well as could be expected in the light of the projects' relative newness.

E. Career Development

The career development component of the project has been implemented to the point of sending students out on learning level experiences. The groundwork has been completed for students to participate in learning levels. It is felt by the evaluators that the implementation stage of the career development component will be completed by the end of the school year. There will be a need to systematize and improve the initial career development process; however, at this point in the project, the career development component appears to be in very good shape.

F. Site Visit Results

See following page.

G. Interviews

V. Administration

In interviewing the project director, superintendent and high school principal the following observations were made:

The project director and principal had a good working knowledge of how the project was oeprating and the current status of the project. This is substantiated by the high degree of congruence between project director, principal and student responses to the "NWREL EBCE Process Checklist"

The EBCE project appeared to be well managed and seems to have good staff-administrator communication and support.

There was a good working relationship with the school counselor and students used the counseling services of both the project and the school.

1 - Low Achievement
5 - High Achievement

SITE VISIT RESULTS

Summary of NWREL/EBCE MODEL ESSENTIAL CHARACTERISTICS

SITE	INDIVIDUALIZED PROGRAM		COMMUNITY-BASED		CAREER ACTIVITIES	
GLENROCK	4	Assessment of Student	4	Community Input into Program	4	Mode of Learning
	5	Student Participation	1	Role of Advisory Board	4	Learning Strategies
	4	Negotiation	5	Community as Resource	4	Utilization of Resources
	4	Integration	2	Community Training	4	Community Activities
	3	Accountability			3	Adults Primary Resource
					2	Analysis of Community Learning Potential

	EBCE IDENTITY (COMPREH. & INTEGRATED)		CAREER DEVELOPMENT	
	5	Program Requirements	3	Community Learning Situations
	4	Program Completion Requirements	5	Non-Paid Learning
	4	Curriculum Structure	5	Decision-Making
	5	Survival Competencies	5	Self-Evaluation
	3	Interrelation of Curriculum Needs and Student Learning		

The superintendent saw the project as a Vocational Education alternative while other administrators saw the project as a possible feeder project into community-based vocational programs. There is a commitment from the superintendent to support the EBCE project once federal funding has expired.

VI. School Staff

Three school staff members were interviewed and all appeared to strongly support the concepts of career education and felt the project is meeting a need. There were several minor concerns about the type of students involved in the project and the pulling of students away from some college prep courses; but even with these faculty there was support for the project.

The staff has been used as resource as well as exploration persons and have given individualized instruction to several students. One staff member indicated he felt students needed to spend more time on explorations than at present in order to observe the variety of activities an employer may be involved in.

One major request made by school staff members was for a formal means of communicating with the project. There was no specific channel recommended.

Overall, the staff relations appear excellent.

VII. Students

Eight available female students were interviewed, utilizing the "NWREL EBCE Proce[illegible] Checklist". The following information is a result of those intervie[illegible]

All eight students indicated that of the 13 listed competencies, seven were required to be completed the first semester. The students had the option to select which seven to complete.

Required student projects included pre-prepared Personal-Social Development and Creative Development. All other projects were optional so long as five were completed by each student each semester. Life skills project topics were selected by both the students and the staff, usually through negotiation. Results of student efforts were evaluated in a similar interactive manner.

Three Exploration Packages were required of each student for each semester in EBCE. The sites were selected by the students, after which the project director negotiated with employers for cooperation. The site analysis was also completed at this time to assure the adequacy of the site. According to completed student Exploration Packages, the average length of each exploration was 14.1 hours and ranged from nine to 20 hours.

One learning level was required per semester of most students. One second semester student was excepted from that rule.

All students were required to maintain Student Journals at a minimum rate of two pages weekly. Most students interviewed reported they wrote in their journals daily or as often as desired. Students felt the primary purposes of the journals were as follows:

1. Of the eight students interviewed, five felt the journals helped analyze and integrate career awareness information.

2. Six felt communication skills were developed.

3. Four felt the journals helped them to know themselves better, and

4. Six felt they had developed relationships of trust with an adult.

In the curriculum materials area, no Individualized Learning for Adults (ILA) materials were used and two of the eight interviewed students reported use of the Career Information System.

Program Completion Requirements were reported to be similar to those listed in the Curriculum and Instruction Handbook except that requirements were halved since the project was only operational for one-half of the school year.

Student interviews indicated that student recruitment was accomplished through staff contact, group presentations, other students, and letters to parents. Only seniors who had completed coursework requirements for graduation were chosen for participation in the project.

Students indicated that their career choices included the following:

Special Education Teacher
Horse Management
Heavy Equipment
Law Enforcement
Nursing
Biology
Data Processing
Veterinary Medicine

Their approximate average high school grade point average was 1.92 (1 = A, 5 = F) and ranged from 1.50 to 2.31.

Since Glenrock is approximately 20 miles from the nearest college, no students reported they were encouraged to take classes on the college level and three were taking other high school classes.

It was reported that the guidance function is handled by all staff members directly associated with the project. Staffing sessions are conducted regularly in order to discuss the progress of each student.

The student accountability system was found to be partially implemented. Students reports that loss of grade points and conferences with staff members were the only attempts at accountability. Both students and

staff felt that no other means were necessary since no situation had yet required use of any other methods.

At least two different types of action zoning were reported by students. The first was as is indicated by the EBCE Model. The second included a sequence of three-week sessions.

The forms review in student folders and files revealed that all forms listed on pages 87-88 of the "Process Checklist" except the following were required:

Basic Skills Pad
PSM (Student Opinion Scale)
Goal Directed Student Ratings
Accountability Write-Up Form
Learning Site Utilization Form (Revised)
Maintenance Visit Form

One learning level was required of all students except one. The exception was a second semester EBCE student who chose to pursue extra exploration learning levels. No student had begun learning levels at the time of the visit.

Three students had "special placements" planned at the time of the visit.

Overall, seven of the students seem to enjoy the project and one felt the project was boring. All students knew what was expected of them and reviews of their records indicated a high degree of competency in completing assignments accurately and on time.

VIII. Employers

The "EBCE Employer Opinion Survey" was utilized to obtain responses from four randomly selected employers who had been involved in the project's explorations or learning levels. The employers included:

Kennaugh's Flowers
City Engineer
Laboratory technician from local clinic
First National Bank of Glenrock

Three of the four sites had been participating in the project since January, 1977 and one began in October, 1976. The number of employees at the sites ranged from one to 15. The employers reported that students spent an average of nine hours on site as compared to the 14 reported by students. All interviewed employers had participated in exploration levels and had talked with students about job opportunities, activities at the site, evaluated the individual student's assignments, and supervised the student. Three of the four reported they had also helped plan student assignments.

All employers indicated they became involved in the program through contact by program personnel, and that they were provided with enough

information by program staff to help them direct student activities. All indicated they would recommend other employers to become involved with the project.

Two of the employers felt students were definitely interested in their sites while the other two felt the students to be neutral. Three employers felt they did not receive adequate feedback about what happens to students after leaving the site while one employer reported he always received feedback.

All four employers indicated that other employees at the site exhibited positive reactions to participation in the project, and that the contact with students had increased employee awareness of youth, and has to some extent motivated employees to further training.

All employers indicated they would continue their participation in the project next year and that the project was worthwhile. They also felt the strengths of the project lie in the areas of students' learning about a variety of careers, real life situations, and that the experience in working with adults was valuable. One employer indicated a possible project weakness in that he felt that not enough time was spent by students on the site.

Two employers felt they could only handle two students at one time while others felt they could handle two or three.

Employers indicated they felt students could learn first hand knowledge of demands in a real world (4), working with other people (2), on-the-job skills (3), self-discipline (3) and motivation to learn (4) better on job sites than in the regular classroom.

In general, the employers appear to be very happy with the project both in terms of benefit to the students and in terms of benefit to themselves. All would be happy to continue their part in the project.

IX. Materials

Below is a list of resources available to students of the Learning Center:

EBCE Handbooks
Student Files
Student Notebooks
Occupational Outlook Handbooks
Dictionaries
College Directories
Succeeding in the World of Work
Survival Skills References

1. Credit
2. Checking
3. Insurance
4. Health Insurance
5. Leisure Time
6. Taxes

Career Handbooks
Employer Community Site Use Record
Community Resource Frequency Charts
Student Status Board
Magazine File
Occupational/Career System
4 tables/ 16 chairs
English Grammar Handbook
Peterson's Annual Guide to Undergraduate Study

X. Forms Review

The following list contains the titles of a variety of forms the evaluators observed in use at the project site:

Student Profile
Strategy (for zone activity planning)
Learning style self assessment
Project record
Projects Evaluated On
Life Skills Area: Personal/social (Package and attachments)
Self-Concept Inventory
Survival Skills Certification
Self Directed Search
Student Performance Review
Student Application Form
Student Background Questionnaire
Teacher Recommendations
Student Transportation Agreement

XI. Conclusions

The project appears to be well conceived and well implemented. The staff is organized and talented. The program to date is excellent, considering the operational time period.

LANDER EVALUATION

I. Description of the Project

The Lander EBCE Project is a first-year attempt at implementing the NWREL EBCE Model.

The project was staffed by one full-time coordinator, serving nine students. The project was implemented for second semester seniors as a pilot project in preparation for next year, when selected students will be involved in the alternative education treatment for a full year.

The project has been in operation for nine weeks and therefore, many of the curriculum elements have not been implemented. Further, the project, as modeled by NWREL, requires a year of student commitment. This project will have but one semester of implementation this school year. Therefore, many of the more indepth community experiences have not been implemented.

The facilities appeared satisfactory. The project coordinator has a private office connected to a large classroom (Learning Center). The Learning Center was stocked with various career information materials, independent study materials for alternative education programs in government and survival skills. The students had access to the lab from 8:00 a.m. to 3:00 p.m. daily and were required to sign in and out during hours of scheduled activity.

II. Procedures

Structured and unstructured interviews as well as structured response questionnaires were used to collect data from project staff, school staff, students, administrators and employers. All interviews were conducted by CEM Evaluators on March 14 and 15, 1977. The findings of the evaluators were reviewed by the other two site visit team members, project coordinator, and the district superintendent prior to departure of the evaluation team from the site.

The following people were interviewed:

Students (4)
School Staff (4)
Employers (2)
Administrators (2)
Project Coordinator (1)

III. Findings

Overall, the evaluators felt that although the project is in the early stages of implementation, much progress had been made toward operationalizing the EBCE NWREL Model. At the present time, however, the project coordinator appears to have assumed more responsibility than should be handled by one person. Consequently, no one area of the project is receiving the attention demanded for proper implementation, and many areas of project operations need upgraded. These statements are substantiated by the data and observations subsequent to the evaluation team ratings.

A. Individualized Program

The evaluators found that an ongoing assessment of students' needs, interests, and abilities in Basic and Life Skills and Career Development was somewhat lacking. Students reported that they play an active role and are able to negotiate some projects with the coordinator. The Student Accountability System as described in the EBCE manual was not implemented.

B. Community Involvement

The evaluators felt the project coordinator has good community support. The project, however, did not have a systematic mechanism for procuring and utilizing community resources. The

coordinator handled each student request for exploration individually, by seeking out an employer within the areas of interest. Such an approach may, in the early stages of the project, be the most feasible method for procuring employers as resource persons.

The project does have an active Advisory Board that has met several times and has given recommendations related to survival skills. The adult community has responded to requests to serve as resource instructors for exploration experiences. However, there was no evidence of formal training for the adult community participants.

C. Career Activities

The overall implementation of the project was designed to introduce the students to careers and to the adult world of work.

In the evaluator's view, the project implemented active, lifelike learning activities for the students. Students had the major responsibility for budgeting their time and managing their activities. The student used a mixture of resources, from books and other printed material to community resource people.

The learning level component of the NWREL Model had not been implemented.

Although there was no formal analysis made of the learning potential of the local community, the coordinator had a good knowledge of the resources available from his past work as a distributive education coordinator. The employers involved were very supportive of the project. However, there is a need to do an analysis of the community and to implement a feedback system to employers.

D. Identity

It was felt that the program had requirements that, for the most part, were determined by students' learning plan. Students were allowed to take courses in the regular program if they desired. The program completion requirements were clearly defined and were understood by the students.

There was little progress in the development of the curriculum for addressing basic and life skills. Further, only the survival competency had been completed. The evaluator suspended judgment on the interrelatedness of the curriculum for lack of sufficient members of curriculum components.

E. Career Development

It was felt by the evaluators that the career development activities were the strongest component of the curriculum to date. There were no learning level experiences completed as of the date of the site visit; however, adequate preparation had been completed in the community so that learning levels experience could be implemented.

1 - Low Achievement
5 - High Achievement

SITE VISIT RESULTS

Summary of NWREL/EBCE MODEL ESSENTIAL CHARACTERISTICS

SITE	INDIVIDUALIZED PROGRAM		COMMUNITY-BASED		CAREER ACTIVITIES	
LANDER	3	Assessment of Student	3	Community Input into Program	4	Mode of Learning
	4	Student Participation	4	Role of Advisory Board	5	Learning Strategies
	4	Negotiation	5	Community as Resource	3	Utilization of Resources
	2	Integration	1	Community Training	1	Community Activities
	1	Accountability			5	Adults Primary Resource
					1	Analysis of Community Learning Potential

	EBCE IDENTITY (COMPREH. & INTEGRATED)		CAREER DEVELOPMENT	
	4	Program Requirements	3	Community Learning Situations
	5	Program Completion Requirements	5	Non-Paid Learning
	SJ	Curriculum Structure	4	Decision-Making
	SJ	Survival Competencies	4	Self-Evaluation
	SJ	Interrelation of Curriculum Needs and Student Learning		

F. Interviews

IV. Administration

In interviewing the superintendent and high school principal the following observations were made:

The superintendent seemed to be the main thrust behind the implementation of EBCE in Lander. He felt that there are some natural resistences to the concepts but he also sees the program as viable and is committed to continue it. He expressed no financial concern in continuing the district commitment to the EBCE project and intends to pick up the cost at the end of the three year pilot period. The superintendent also feels the school board and community are receptive to the EBCE concept.

It was recommended that next year's evaluation include a follow-up of students involved this year.

The principal has a tendancy to favor traditional education programs. He had not made a judgment toward the EBCE project and communicated a wait-and-see attitude. This was understandable since he knew almost nothing about the purposes or operation of the project, nor had he received feedback from the community or parents.

V. School Staff

The counselor appeared supportive of the program but reported that he had very limited involvement. He sees it as a Vocational Education Program. He further stated that the project director was very capable and had provided feedback to him about the project.

There were two levels of staff involvement. First, there was a five-member academic council that was fairly well-informed. These individuals provided input into the establishment of grading systems. The remainder of the staff have not been involved in the project.

Three of the five members on the Academic Council completed the "EBCE Staff Questionnaire" in the presence of the evaluators.

VI. Students

Of the nine students currently enrolled, four available students were interviewed using the "NWREL EBCE Process Checklist" (pages 82-89). The following information is the result of those interviews.

All four students indicated that the five prepared Life Skills Projects were required for completion. However, one student stated that one individual project might be substituted for a pre-prepared one. Both the project coordinator and the student are responsible for selecting, and evaluating the results of any individually prepared projects.

Between two and four exploration packages using jointly-selected (student and coordinator) sites were reported to be required of students. The average amount of time spent on site by the student was 13.9 hours.

One learning level is required of all students per semester of school.

Students report that the required student journals served the following purposes:

Analyze and Integrate Career Awareness Information (3 students)
Develop Communication Skills (4 students)
Help Students Know Themselves Better (4 students)
Develop Trust Relationships With an Adult (4 students)

The four students reported that they were supposed to write in the journals daily but usually completed this assignment just prior to the weekly review by the project coordinator.

No Individualized Learning for Adults (ILA) materials were reported in use, and all interviewed students indicated that they used the Career Information System.

Program completion requirements were clearly defined and utilized as described in the Curriculum and Instruction Handbook except that these requirements were halved.

Student recruitment appeared to be aimed at a cross section of local high school students. The average G.P.A. for the four students was 2.60 with a range from 2.0 to 3.8 (1 = F, 4 = A). Selected careers included professional baseball, law, and mechanics. Students indicated they first heard of EBCE at a senior meeting. Students were encouraged to take other classes at the high school. No community college attendance was feasible.

The project coordinator handled the guidance function and scheduled occasional advisory meetings for students and adults to discuss EBCE-related issues.

The student accountability system was not implemented as described in the handbook. The single means of accountability was the student-coordinator conference.

The action zone concept was not implemented as described. Instead, students scheduled their own activities on an individual basis.

The following forms were observed in use:

CTBS (Reading and Math)
Self Directed Search
Student Opinion Scale

Employer Opinion Survey
Student Application
Staff Questionnaire
Learning Site Analysis
Student Performance Review (Revised)
Weekly Time Reports
Predesigned Projects
Student Experience Record (Revised)
Maintenance Unit (Revised)

No skill-building levels had been implemented at the time of the visit, but one was required of each student per semester.

One special trip to Central Wyoming College was taken by the group early in the semester.

VII. Employers

Two employers selected by the project coordinator were interviewed by the evaluators. These were a Mountain Bell manager and the Pacific Power and Light manager.

The employers indicated that an average of 12.5 hours were spent by students on site. Both employers indicated they provided the following supportive services:

Talk about job opportunities
Talk about students' personal problems
Site activities
Evaluate student assignments
Supervise job-related tasks
Help plan student assignments

Both employers heard about the EBCE project through contact with the project coordinator who provided them with information about project activities. Both indicated they would recommend project involvement to other employers.

The employers rated student interest at their sites high (average = 4.5, 5 = high) and rated student interest in the project high (average = 4.5, 5 = high). One employer rated feedback about students and effectiveness high while the other rated these categories as average.

Both employers felt that employees at their sites had positive reactions to their involvement with project students and that employees' interest in their own work and awareness of youth were increased.

The employers plan to continue involvement with the project since they felt the project is worthwhile, their participation is a community service, challenging and the people involved were likeable.

The strengths of the project were perceived to include:

Students learn about a variety of careers and real life situations (2)
A good alternative to regular high school (1)
Quality of staff (1)
Experience in working with adults (1)

One employer felt he could not spend enough time with the students.

The employers felt the following onsite experiences were superior to a regular high school situation:

First hand knowledge of demands in a real world (2)
Working with other people (2)
On the job skills (1)
Self-discipline (2)
Motivation to learn (1)

VIII. Materials in the Learning Center

ME - The New Model
Occupational Shelf file
PLAN - Individualized course
Career Direction - ACTES Resource Kit
Individualized Planning Calendars/Files
Posters
1. Credit
2. Earning and Learning
3. Insurance
4. Elements/outcomes of career education

Typewriters (2)
Desks (10)
Chairs (16)
Tables (10)
Publications
1. World: The Continuing Guide to Careers
2. Real World

NWREL/EBCE Handbooks
CTES Series
Getting That Job
Career Exploration Guide
The Competencies
Writing a Career Journal

IX. Conclusions

The project is just getting started. The curriculum component is very weak at this point. There is a need to develop systems to assess student progress and community resources, and to monitor student progress.

It was felt by the evaluator that the time constraints of running a learning center, counseling students, and developing and monitoring

work stations were major factors in the lack of more complete development of the curriculum component.

There is a lack of staff involvement as well as weak involvement by the counseling staff and principal. The students and employers are supportive of the program.

LARAMIE EVALUATION

I. Description of the Project

The Laramie EBCE Project is a first-year attempt at implementing the NWREL EBCE Model.

The project was staffed by one 1/2 time coordinator, one full-time learning manager, one full-time aide and one 1/2 time aide serving 12 students. The project was implemented for second semester twelfth grade students as a pilot project in preparation for next year when selected students will be involved in the alternative education treatment for a full year.

The project has been on-going for 14 weeks and, therefore, some of the curriculum elements have not been implemented. Further, the project, as modeled by NWREL, requires a year of student commitment. This project will have but one semester of implementation this school year. Therefore, many of the more indepth community and student experiences have not been implemented.

The facilities appeared satisfactory. The project coordinator's office is located within the district administration building. The learning manager and aide are located with the project classroom, which is a converted store room. The Learning Center is stocked with various career information materials. The students have access to the lab from 8:00 to 3:00 p.m. daily and are required to sign in and out during hours of scheduled activity.

II. Procedures

Structured and unstructured interviews as well as structured response questionnaires were used to collect data from the project staff, school staff, students, administrators and employers. All interviews were conducted by CEM Evaluators on April 21, 1977. The findings of the evaluators were reviewed by the state coordinator, site visit team member, project coordinator, learning manager, aide and a two-party federal site visit team, prior to departure of the evaluation team for the site.

The following people were interviewed:

Students (6)
Employers (4)
School Staff Associated with the Project (4)
High School Counselors (2)
Project Coordinator
Administrators (1)

III. Findings

Overall, the implementation of the NWREL Model appeared to be adequate. Communications and feedback between the project and employers, administrators, school staff support personnel and students were reviewed.

A. Individualized Program

The assessment of student needs was not always explicitly present. This was due in part to the integration of the basic skills into the other components of the curriculum.

The student's role was unclear in the assessment process. In some cases the student's desire to participate in an activity was the major, if not the only, criterion used for selecting activities.

There was one required student project: the remaining projects could be individualized and the scope and topic of these remaining projects were negotiated.

The evaluator found little evidence of student long-range planning. There was limited use made of the collected diagnostic information. The project staff was still waiting for the evaluation to deliver the CBTS Test results.

The evaluation team felt that the accountability system as described by the NWREL was not being fully implemented.

B. Community Involvement

The evaluators felt that the project has a good variety and volume of sites. However, there was not a systematic mechanism for processing and using community input. Sites were selected in light of student interest.

The project had an advisory committee which had met twice. The evaluator did not review the committee meeting minutes. An in-school advisory staff was also used to get input from teachers and administrators. There was no student representation on this committee. This committee has met once. In interviewing several teachers and administrators on the committee it was apparent that, at this time, it is non-functional. It was felt that the community members served as resource instructors and certifiers. The employers, however, received very little direction and training. There was, however, an information packet for each employer involved in the program.

C. Career Activities

It was felt that for the most part the students were instructed in an active, realistic and lifelike involvement. Students were

responsible for budgeting their time. The staff monitored the students and approved schedules. It was apparent that the staff has control over most student activities. There was a good collection of materials available for student use in the learning center and in the library. The materials in the library were not used much by students in the EBCE program. The program relied heavily upon community resources and a large portion of the program used adult community activities as the basis for instruction. The students appear to rely upon peer approval for support of their choice of activities. The students felt that the journals help establish a trusting adult relationship.

There was a lack of site analysis that left both the student and the employer without needed information and direction.

D. Identity

The evaluator saw the completion requirements as being clearly defined. The student understood what was expected. Further, the evaluator saw the program as defined by the type of credit given as an elective course, not as an alternative education program. The student had to meet all regular school requirements in order to graduate. The EBCE curriculum was implemented within the guidelines of the NWREL Model. The survival skills were performance-based. All suggested survival skills were available to the student. The student has the option of testing out of a survival skill by getting 85% or higher on the pretest. The total curriculum was well integrated and interrelated.

E. Career Development

There was a wide variety of community sites for student use. The students were involved in the program to learn and were not paid for their time spent with employers. The staff stated that if a student wished a skill-building level, they would transfer the student to a cooperative education program. In this case, the students would receive remuneration for their efforts.

The students were required to have several exploratory experiences; there was, however, little evidence that the information gained was used explicitly for career decision-making. There appeared to be little building from experiences. The students reflected on their experiences and evaluated their own strengths and weaknesses. They had a low level of awareness of their self-evaluation activities.

F. Site Visit Results

See graph on following page.

G. Interviews

1 - Low Achievement
5 - High Achievement

SITE VISIT RESULTS

Summary of NWREL/EBCE MODEL ESSENTIAL CHARACTERISTICS

SITE	INDIVIDUALIZED PROGRAM		COMMUNITY-BASED		CAREER ACTIVITIES	
LARAMIE	4	Assessment of Student	3	Community Input into Program	4	Mode of Learning
	4	Student Participation	3	Role of Advisory Board	4	Learning Strategies
	4	Negotiation	5	Community as Resource	4	Utilization of Resources
	3	Integration	2	Community Training	4	Community Activities
	3	Accountability			3	Adults Primary Resource
					2	Analysis of Community Learning Potential

	EBCE IDENTITY (COMPREH. & INTEGRATED)		CAREER DEVELOPMENT	
	2	Program Requirements	5	Community Learning Situations
	5	Program Completion Requirements	5	Non-Paid Learning
	4	Curriculum Structure	3	Decision-Making
	5	Survival Competencies	4	Self-Evaluation
	5	Interrelation of Curriculum Needs and Student Learning		

IV. Administration

The building principal was interviewed as part of the site visit. He was informed about the project. He showed commitment to the concept; his son was enrolled in the project. He was aware of the need for facilities. The school has plans for an addition; many other programs were in need of space. He felt that there was a commitment to keep the EBCE project after the "four years of funding" was completed.

The project for next year will again be offered as a one-semester course. The principal felt that the project would not be implemented as an alternative education program until the third year. Overall, he was very positive and supportive of the project.

V. High School Counselors

The evaluator interviewed two counselors, who select students for the EBCE program by reviewing student graduation requirements. One counselor is on the staff advisory group; at this time the group is not active.

The counselor provides the same type of service for EBCE students as for the other students. This includes college counseling, personal counseling and scheduling.

Both counselors expressed positive attitudes toward the project.

VI. Staff Associated with the Project

Evaluators interviewed four faculty; two of these were on the Faculty Advisory Committee.

The faculty were aware that the EBCE project existed but had no idea about its educational purposes. One thought it was another Vocational Cooperative Education Program. It was apparent that the faculty was not informed. The project staff indicated that two teachers were working with EBCE students on student projects. The interviewer was not able to talk to either of these teachers.

The staff chose not to complete the staff questionnaires because of their lack of information.

VII. Students

Student interviews were held during morning and afternoon school hours at the Laramie High School. A population of 12 students, eight females and four males, were participating in the Laramie EBCE Project. Their high school grade point average, on a 4 = A to 0 = F scale, ranged from 1.67 to 3.4 with a mean score of 2.85. With one exception, all EBCE students had completed their high school graduation requirements before being allowed to participate in the EBCE Project. The one exception

was allowed to take a history class necessary to complete her high school graduation requirements and participate in EBCE concurrently. From this population, a total of six available students were interviewed: four females and two males. The results of these interviews are reflected in the following summary of data.

All students first heard about EBCE at a senior meeting held in late fall, 1976. One student also reported seeing posters at school.

Some student accountability expectations were clearly defined, but the student opinions varied as to possible consequences. All students said they were required to sign in and out, recording where they would be each hour of the school day, and all students were aware of due dates for journals and other required written work. However, the students were varied on their opinions of the consequences for nonfulfillment of tasks. Some students reported they would receive lower grades, others felt they would receive a verbal warning and some said both. Student concern regarding consequences for nonfulfillment ranged from being very concerned about lower grades to little concern over verbal warnings. A third consequence, dismissal from the project, was used for two students prior to the onsite visit, indicating, from the students' point of view, that only three of the 11 types of penalties as suggested on page 78 of the NWREL "Curriculum and Instruction Handbook" had been implemented.

Three professional staff positions consisted of a Project Coordinator, a Learning Manager, and an Aide. All students indicated they had worked with each of the three staff members and all students reported the staff members to be helpful. All students seemed to have formed a sound, trusting relationship with the Learning Manager. From the students' point of view, the guidance function was implemented in a self-helping manner and appeared to be quite successful.

The student involvement in the project varies directly with the number of high school classes the student takes. If a student takes a high school class or classes, his project time is reduced, thus reducing the EBCE requirements. Students may take high school classes, but are not encouraged to do so. Five of the six students interviewed were taking classes. Four students were taking one class each and one student was taking two classes. These classes included: Choir, Chorus, Science Fiction, Home Economics, Architectural Drawing and History (a required course for high school graduation). There is no community college in Laramie, and project students were not aware of the opportunity to attend classes at the four-year University there. It appeared to the evaluator that high school classes and the project were in direct competition for time; instead of offering an integration of the EBCE Program into the school.

The individualized Learning for Adults (ILA) and the Career Information System as described in the NWREL "Curriculum and Instruction Handbook" were not implemented by the project staff. The Laramie High School Library had a special supply of career information materials, but only

one of the interviewed students was fully aware of this potential information. A number of magazines and journals were available in the EBCE student room.

The project was operating with four of the action zones recommended for one school year; thus, the action zones implementation appears to be about right considering the half-year implementation period. All but one student knew what zones were and four of the six students used the zones. Three students felt zones were helpful in budgeting time. Student opinion varied widely from feeling zones were useless to feeling they were extremely helpful.

Student project completion requirements were clearly defined but varied according to the number of hours each student spent in EBCE. Some variations in the project from the suggested NWREL "Curriculum and Instruction Handbook" appear due to the project's late start.

All students were required to complete an introductory predesigned project (Critical Thinking) and from two to five individually-negotiated projects. The number to be completed depended on the number of hours each student spent in EBCE.

Students could select from the suggested projects listed in the NWREL "Curriculum and Instruction Handbook" plus other topics, with Recreation and Technology being specifically mentioned. Students reportedly selected their own topics and determined their own objectives and activities with guidance from the Learning Manager. The evaluation of student projects was, therefore, shared by the student and the Learning Manager. Student opinions about projects ranged from thinking the projects were very helpful to two students saying they didn't understand them. One student did not like to negotiate.

Students were required to complete from six to eight competencies, again depending on the number of hours spent in EBCE each week. One competency, job hunting, was required of all students. The remaining 12 competencies listed in the "Handbook" were presented as options. Free Enterprise was an added option and one student reported negotiating Real Estate as a competency. Students felt competencies were good learning experiences.

Every student was required to complete an exploration package as provided by NWREL. The required number of student explorations ranged from three to six. All students felt the explorations were very helpful. Students indicated they had significant input into their choice of site explorations and were aided by the Employer Relations Specialist in the selection process. Students reported spending from seven to 14 hours on site explorations. One student said that if he liked a site, he would return to the site for a second week, thus doubling his time on exploration. Another student said he had used an extended exploration. This was described as returning to a site for further experience in an area of interest after the site exploration requirements were completed.

Each student had the option of completing one learning level or completing two additional explorations. Most students indicated they preferred the additional explorations.

Students were not aware of any skill-building level being offered by the Laramie EBCE Project.

Special placements were not used as described in the NWREL "Curriculum and Instruction Handbook"; however, three students said they had participated in "visitations," defined as site visits with too few hours to qualify as an exploration.

The Laramie EBCE Project required that students attend nine of the 12 offered seminars. They were required to write a summary report of each seminar they attended. At the beginning of the Project, students were asked to indicate special areas of interest to help the learning coordinator determine which seminar topics to offer. Students report that seminars had been informative in the areas of Career Development, Life Skills and Competencies. Students felt that some seminars were very interesting and others were very boring.

Each student was required to keep a journal, write in it during the school week and turn it in every Friday for the Learning Manager to read and make comments. Four students reported writing in their journals every day, one student wrote every other day and one wrote at least three times a week. When asked the most important purpose for keeping a journal, one student felt that analyzing and integrating career awareness information had been most important and four students felt that developing a trusting relationship with an adult had been most important to them.

The students were asked if they would mind the evaluator reading some of their journal entries and all but one student interviewed shared their journals with the evaluator. The evaluator found it interesting that the journals were full of student self-awareness statements. Students expressed a genuine appreciation of what journals were doing for them. One student said at first he thought journals were a "pain," but now he felt they provided a valuable means of adult communication and trust.

In summary, to better serve the student, the evaluators suggest the following areas be examined:

Accountability: Define consequences more clearly.

Classes: Integrate high school classes into the EBCE Program rather than requiring that the student decrease EBCE time in order to take high school classes.

Special Curriculum Materials: Better acquaint the students with all materials available for their use.

Student Projects: Identify which students do not understand projects and communicate this understanding to them.

Learning Levels: Clearly define learning levels to all students.

Employer Seminars: Determine student interest with regard to seminar topics and speakers.

Facilities: Private office space is needed for the staff to conduct private conferences with students, keep certain records, and conduct business. For best use, this room needs to be physically close to the Learning Center.

Students had positive feelings about the project with strong emphasis on student journals and explorations. Competencies and projects were seen as very useful and some seminars were seen as valuable. Students felt the EBCE Project was indeed a success and would be even better with a few adjustments.

VIII. Employers

The "EBCE Employer Opinion Survey" was used to obtain responses from four project director-selected employers who had been involved in the project explorations or learning levels. The employers included:

Laramie Chief of Police
Deputy County Attorney
District Manager, Pacific Power and Light
Laramie Assistant Chief of the First Department

All employers indicated they favored the project strongly. They all felt that student involvement in career explorations within the community was an important addition to the formal school process.

All employers were involved in exploration levels with the students and they communicated with the students concerning job opportunities, onsite activities, and were involved in the evaluation of student assignments.

Two employers indicated they did not have enough information about the project prior to meeting students. The employers said they usually received adequate feedback about students after they left the site. One employer, however, reported he had a student scheduled, but the student did not show up for three or four days. The employer said he did not know what to do in such a situation.

All employers felt their employees reacted positively to students onsite, and that the students increased the employees' awareness of youth.

All employers said they planned to continue the project next year because the project was worthwhile since students learned about a variety of careers and real life situations.

Two employers felt there was some problem in the management of the program.

First-hand knowledge of demands in a real world, working with other people and self-discipline were seen as important aspects to onsite student learning.

IX. Materials Review

EBCE Handbooks (Vols. 1-5)
Popular Science Magazine
Be Informed Series
Kimbreu Vineyard Series
Job Guide for Young Workers
Occupational Outlook Handbook
Sex Fairness in Career Guidance
Handbook of Job Facts
Central Michigan University Cluster and Program Guides
A Real World Book Series
U.S. Army Career and Education Guide
Franchise Opportunity Handbook
Materials Reference Files (3)
Survival Skills Files (2)
Project Ahead Catalog
Aluminum Association Welding Guide
Popular Mechanics Magazine
Education Guides
Resource Handbook
Money Management
U.S. Government Publications
Automotive Life
Projects (Prepared) Files
Reading Series
Volunteer & Information Center Agencies Lists
Great Ideas Casette Series
Pamphlet and Information Stand containing approximately 200 different publications
Career Posters
Student Shelves
Film Projector/Screen
Cassette Player
Student Forms
Chalkboard
Radio
Two Tables
Thirteen Chairs
Two Desks (adult)
Complete Publications File
Film Strip Projector
Typewriter/Desk
Overhead Projector
Forms File (Upright)
Filmstrip File
Student Status Board
Sign In/Out Student File
Inventory Record
Advisory Committee
Dictionary

X. Forms Review

Exploration Guides
Learning Site Analysis Form
Site Schedule
Weekly Time Report
Student Evaluation of Learning Site
Weekly Program Activities Planning Chart
Competencies Certification Sheets
Projects Cover Pages
- Critical Thinking Project Packets
- Recreational Interests Packets
- Citizenship Packets
- Personal-Social Development Packets
- Citizenship Packets
- Personal-Social Development Packets
- People/Technology Packets
- Predesigned Project Packets
- Individualized Project Packets

Sign In/Out Sheets
Career Exploration Community Instructor Report
Student Application
Student Performance Review (Site)
Information Release Form
Insurance Waiver Letter (Parents)
Learning Style Self Assessment
Self Directed Search
Occupational Rating Form
In Student Files
Student Background Questionnaires
Student Profile
Letter of Authorization
Life Skills Project Record
Site Information Chart
Student Experience Record
Zone Briefing
Skill Development Record
Accountability Write-up
Learning Objectives
Learning Site Utilization
Project Evaluation
Discrimination and Sex Briefing
Zone Debriefing Comments
Survival Skills Record
Student Handbook

XI. Conclusions

The following briefly summarizes the evaluators' observations:

1. The Survival Skills curriculum component was well established.

2. Student selection process required that students entering the project have met all graduation requirements.

3. The school credit given was elective, therefore, the project was not an alternative education project.

4. There was a good variety of sites available for student exploration.

5. There was no formalized training and/or feedback system for employers involved in the project.

6. There was a good variety of materials available for the students to use.

7. The facilities were very poor. It was hard to see how any productive activities could take place in the space provided.

8. Some students did not understand the student project component of the EBCE curriculum.

9. The NWREL accountability system was not completely implemented.

10. Some students did not use or understand action zones as a scheduling and timing device.

11. For the most part, students were either unaware of or did not use the library's career materials.

12. Students appeared not to have acquired career decision-making skills.

13. The building faculty was uninformed concerning the EBCE Project.

14. The students felt the journals were very valuable in allowing them to establish a trusting adult relationship.

LEARNER OUTCOME EVALUATION

I. Introduction

This section of the report will address the ten objectives stated in the first pages of this report. Each objective will be listed, then a summary, conclusion and recommendation will be made for all pilot sites. A general statement will then be made as to the overall effectiveness of the project in light of the objective.

II. Objective One:

Young people who participate in the EBCE program will acquire basic academic skills which are at least equal to their counterparts in a traditional program and which are required for adaptability in our rapidly changing society.

1. Cheyenne

Cheyenne did not complete the testing program so no judgement can be made.

It is recommended that this site be dropped from the project if it is unable to meet the minimal evaluation design requirements specified by the federal program guidelines.

. Suspend Judgement

2. Glenrock

Glenrock students showed equal performance on the Reading and Language section of the CTBS; however, the EBCE students did significantly worse on the post-test CTBS Mathematics section than did the control group students.

It is recommended that the Glenrock staff review their curriculum in light of these findings and make adjustment so that mathematic application and concepts are more adequately addressed.

. Partially met the objective

3. Lander

Lander students showed no significant gains in their CTBS scores. The evaluator was unable to compare EBCE student scores to a comparison group because of the small number of control group students used. From reviewing the performance of those schools that completed a control group design it would appear that the Lander students performed about the same as did the other students in the other two schools that completed this portion of the evaluation.

It is recommended that a control group design be implemented for next year. Also, further emphasis needs to be placed on the development of basic skills if the program is to gain approval from the other staff within the school.

. Partially met the objective

4. Laramie

Laramie EBCE students performed as well as the control group students on all scales of the CTBS.

It is recommended that the Laramie program continue its level of instruction in the area of basic skills.

. The objective was met

General Statement - Objective One:

Although the test scores have not indicated a gain in basic knowledge as measured by the CTBS, there was also no significant gain obtained by the control group student. This, the evaluator believes, is due in part to the regression effect, in that many of the students scored on the extreme upper end of the scale. The level 4 CTBS instrument is the highest level available and, therefore, must be used for the next year's evaluation. Also, the high scores indicate an atypical group of students involved in the project and control groups.

The results, however, are strong enough to warrant some concern by the project director, and he should assist the local schools in analyzing their curriculum so as to strengthen the basic skills component.

III. Objective Two:

Young people who participate in the EBCE program will demonstrate that they have developed work habits and attitudes which are superior to those developed by young people in a traditional program.

1. Cheyenne

Cheyenne students' responses to the Semantic Differential scales and to the Student Attitude Scale indicate that the EBCE students had little change in their apparent attitude toward work. There was no control group so the achievement of the objective could not be fully judged.

. Suspend judgement

2. Glenrock

Glenrock students' scores indicate a light gain in student attitudes towards work. There was no control group data on this variable using the Semantic Differential scale.

. Suspend judgement

3. Lander

Lander students' responses showed slight positive change in attitude towards work. Again, there was no post-test control group data so comparisons could not be made.

4. Laramie

Laramie students' responses show a positive gain in student attitudes towards work. The comparison to control group students shows that the EBCE student's gain was about the same as for those in the control group.

. Objective not met

General Statement - Objective Two:

In general, there was little evidence that the EBCE treatment had effected the student's perception about work. It is recommended that greater emphasis be placed on this objective and that specific treatments be identified to influence student attitudes concerning work.

IV. Objective Three:

Young people who participate in the EBCE program will demonstrate a higher level of career decision-making skills, job-hunting, and job-getting skills than will young people in a traditional program.

1. Cheyenne

Cheyenne students felt that the EBCE program helped them in developing decision-making skills. There was no significant gain in attitudes about decision-making as measured on the Student Attitude Quesionnaire.

. Objective partially met

2. Glenrock

Glenrock students showed some positive gain in their perception of decision-making. The results of the Student Attitude Questionnaire indicate a slight gain in student attitudes toward decision-making.

. Objective met

3. Lander

Lander students showed some slight positive gain in the attitudes toward decision-making. Their responses to the Student Attitude Questionnaire indicated no gain.

. Objective partially met

4. Laramie

Laramie EBCE students showed a positive gain in relation to the control group student on the Semantic Differential scale. The analysis of the Student Attitude Questionnaire shows no significant gain in student attitudes about decision-making.

General Statement - Objective Three:

In general, all EBCE programs had some effect on student decision-making; however, the impact was not drastic. There is still work to be done in order for students to improve their decision-making to the point that their attitudes toward the process will improve significantly.

V. Objective Four:

Young people who participate in the EBCE program will demonstrate a higher level of self awareness and career awareness than will young people in a traditional program.

1. Cheyenne

Cheyenne students had a slight gain in their self-image, as indicated on the Semantic Differential and Student Attitude Questionnaire; there was a significant gain as to the career awareness.

. Objective was partially met

2. Glenrock

Glenrock students showed a positive gain in their self-image as indicated on the Semantic Differential and the Student Attitude Questionnaire. There was a significant gain in their career awareness as measured by the Student Attitude Questionnaire.

. Objective met

3. Lander

Lander students showed a positive gain in their self-image as measured by Semantic Differential and a slight gain in their self-image as measured by the Student Attitude Questionnaire. There was a significant gain in the student's career awareness as measured by the Student Attitude Questionnaire.

. Objective met

4. Laramie

Laramie EBCE students showed a positive difference between their post-test scores and the post-test scores of the control group, related to their self-image on the Semantic Differential and on the Student Attitude Questionnaire. There was a significant gain in their career awareness.

. Objective was met

General Statement - Objective Four:

In general, all pilot programs did quite well in meeting this objective. There was a general lack of comparative group data. This was, for the most part, an evaluation design problem, part of which will be taken care of next year and part of which will not be addressed because of the already extensive testing program being used to evaluate the program. The pilot sites should continue to address this objective in the strong and positive manner it has been dealt with this year.

VI. Objective Five:

Young people who participate in the EBCE program will have greater awareness of their opportunities for continuing and recurrent education after leaving their formal system of schooling than will young people in a traditional program.

Because each school's students responded to the education question in a similar manner, the following general statement concerning identification of continuing education opportunities applies to all four sites:

The EBCE students seem to change their level of education aspirations; also, they modified the career path they intended to pursue. The control group students, for the most part, did not modify their career paths, most choosing traditional paths such as college or full-time work.

. Objective met for all pilot schools

VII. Objective Six:

Young people who participate in the EBCE program will have a higher level of satisfaction in their choice of education and work than will young people in a traditional program.

The EBCE students in all schools show a high degree of satisfaction with their choice of educations. They further felt that the EBCE program was helpful in providing a process to make a realistic choice.

. Objective met for all pilot schools

VIII. Objective Seven:

Young people who participate in the EBCE program will be more likely to select career areas for exploration of their career goals, or for career preparation, which are different than those normally expected for their sex roles, than will young people in a traditional program.

Each school had emphasis on non-sex role sterotyping. The site visit team reviewed the types of experiences available to the student and found many atypical types of employment settings for men and women being used. The state consultant has initiated an inservice program to improve sex fair guidance. There needs to be a continuing effort to meet this objective. At this time it is too early to make a judgement as to the effectiveness of the above treatment.

. Suspends judgement

IX. Objective Eight:

Young people who participate in the EBCE program will experience reduced feelings of alienation from the adults, their school and their community.

1. Cheyenne

Cheyenne EBCE student's view of adults was more positive at the end of the school year than at the beginning. Also, the student had a significantly improved attitude about the school staff. Their perceptions of school changed some but not in a consistent direction; and as measured by the Student Attitude Questionnaire and the student attitudes toward school did not change at all. Their attitude towards the community showed slight improvement.

. Objective partially met

2. Glenrock

Glenrock EBCE students did not improve their perception of adults as a result of the EBCE experience. They did show an improved attitude toward school and the community.

. Objective partially met

3. Lander

Lander EBCE students viewed adults about the same at the beginning of the school year as they did at the end of the school year. They viewed school and community more positively.

. Objective partially met

4. Laramie

Laramie EBCE students viewed adults about the same at the beginning of the school year as they did at the end of the school year. Further, there was little difference between how EBCE students viewed adults and how the control group students viewed adults.

There was no apparent gain in student attitudes about school. There was a slight positive change in student attitudes about the community; however, for the most part, this change was not strong.

. Objective not met

General Statement - Objective Eight:

In general, there were some strong points in each pilot program; however, the data did not indicate an overall strong impact on the outcome addressed in the objective. More work needs to be done by all pilot schools in order to meet this objective.

X. Objective Nine:

Whether project participants view their learning environment as more friendly and conductive to their own self development and career development.

In the evaluator's view, all student pilot schools indicated that they felt the EBCE program was of high quality, gave them a greater opportunity to learn about careers, provided for their general learning and provided more motivation to learn than did the regular program.

. Objective met

XI. Objective Ten:

Young people who participate will demonstrate a higher level of life skills than young people involved in the treatment program.

The evaluator's observation while reviewing each program on site indicates that three of the four sites (Lander, Laramie and Glenrock) had implemented life skill treatments. There was no indication that Cheyenne had implemented life skills treatments.

. Cheyenne - Objective not met
. Glenrock, Lander and Laramie - Objective met

Table 5 on the following page summarizes the evaluator's judgement of the effects of the first year's EBCE program in light of the proposed objectives. The reader should be aware that the project objectives are for a three-year effort and should not expect that all objectives be met the first year. For the most part, evidence has been presented that indicates a strong commitment by the pilot school to implement the proposed curriculum. Further, it must be realized that this year's program was only half a year and, therefore, could not deliver the quantity of experiences suggested by the NWREL curriculum material.

TABLE 5

SUMMARY OF STATUS OF OBJECTIVES BY PILOT SITE

SITE	Objective Numbers *									
	1	2	3	4	5	6	7	8	9	10
Cheyenne	S/J	S/J	P/M	P/M	Met	Met	S/J	P/M	Met	N/M
Glenrock	P/M	S/J	Met	Met	Met	Met	S/J	P/M	Met	Met
Lander	P/M	S/J	P/M	Met	Met	Met	S/J	P/M	Met	Met
Laramie	Met	N/M	P/M	Met	Met	Met	S/J	N/M	Met	Met

Key: N/M = Objective Not Met

S/J = Suspend Judgement

P/M = Objective Partially Met

Met = Objective was Met

* = Refer to Page - for Objective

STATE LEVEL MANAGEMENT

In the evaluator's judgement the program is progressing at a normal rate. The project is well managed and has effected students in many of its objectives. The project manager needs to spend more time in the field and to develop the area of sex fair guidance.

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

It can be concluded that for education to meet its goals and objectives successfuly a collaboration process must be designed, developed and continually monitored. This project has achieved a collaboration process between the State Department of Education, the University of Wyoming, and the four local education agencies to achieve planned educational change. Now all institutions must develop a system for community collaboration, or the project will achieve only limited impact on educational goals and objectives.

I. Cheyenne

A. There is a need to develop a systematic feedback to employers. This system should include employer review of completed student exploration and learning level material, orientation of employers to students, and training of certifiers. Also, other areas of training orientation and communication should be considered.

B. There is an immediate need to select students for next year. The students should represent a cross section of the student body.

C. Although several attempts have been made to inform staff from the feeder high schools served by the EBCE program, the evaluator sees a need to try again. It is imperative that staff from the high school understand the EBCE program.

D. There must be a system developed that will aid students in developing learning plans, monitor student progress in light of the learning plan, and advise students in alternative learning activities. It is suggested that the EBCE system of action zone and program planning be reviewed and implemented.

E. There should be added emphasis to helping students understand the requirements needed for graduation.

F. There is a need to implement the formal student assessment process as described in the NWREL EBCE materials.

G. The consultant needs a role definition and there is a need to coordinate and monitor the students' learning activities. Consultants need more direction from the project director.

H. There is a need to promote more interaction among students enrolled in the EBCE program.

I. The strong effort in developing the community component of the EBCE should be continued.

J. Student files should be organized so that all learning activity materials are accessible to the student and material such as transcripts, correspondence, test scores, etc. are kept under security.

II. Glenrock

A. Develop feedback system for employers.

B. Establish advisory committees.

C. Further develop the training component of the community-based component.

D. Provide formal feedback and an involvement system for school staff.

E. Explicitly state minimal standards for this year's students.

F. Integrate the community and Learning Center activities so students will see practical application for the basic skills taught in school and will seek out specific information (learning) to solve problems encountered in the community. Seek answers from the community resource people to questions of relevancy of the learning in school.

G. There is a need to continue work on the development of strategies for teaching basic skills and life skills.

H. Forms presently in use should be reviewed to reduce redundant or needless collection of data.

III. Laramie

A. The first recommendation is that the project staff should continue to provide the quality of student experiences that was marked by this site visit.

B. The EBCE staff needs to develop and implement an employer training and feedback plan.

C. The project administration should seek to mainstream the project by means of allowing students to meet some graduation requirements through project activities. In this way the project can become an alternative educational program.

D. The EBCE staff needs to review the project components and requirements with each student. The staff should make sure the student understands the scope, objectives and processes for each project component.

E. The EBCE staff should review the NWREL Accountability System.

F. An explicit effort needs to be made to inform the building faculty of the EBCE Project.

G. An attempt should be made to locate more suitable facilities.

IV. Lander

A. There should be a strong effort to involve other staff and counselors in the project.

B. The project coordinator should consider a more systematic process for assessing student progress.

C. There is a need to develop a feedback system to the involved community.

D. There is a need to break the role of the Learning Center management and community resources developer into two separate assignments, assigned to two individuals.

E. There is a need to continue the level of effort in the development of curriculum, particularly survival skills and basic skills.

EXPERIENCE BASED EDUCATION

FINAL REPORT

June 1, 1977 to August 31, 1977

and

Yearly Summary

ATTACHMENT A

Submitted To: Wyoming State Department of Education

Submitted By: Albany County School District No. 1
Laramie, Wyoming

NARRATIVE

Albany County School District No. 1 completed its first year of piloting the Experience-Based Education (EBE) project. The project began September 1, 1976 and concluded August 31, 1977. During this period of time activities revolved around student needs and profiles, curriculum development, community involvement, district personnel awareness and program procedures.

The project was designed to offer students a non-traditional approach to learning. This was accomplished by taking a student from an hourly scheduled day into a student weekly schedule, where the student has the responsibility of self-discipline and organization.

From an end of the year survey of students, parents, community people and EBE staff the project apparently was most successful in meeting the needs of the students enrolled. Therefore, Albany County School District No. 1 is encouraged in continuing the implementation of EBE.

MAJOR ACTIVITIES AND ACCOMPLISHMENTS

1. Distributed certificates of appreciation to community sponsors, advisory committee and school personnel who contributed services to the EBE project.
2. Held an EBE Community Advisory Committee meeting on June 2, 1977.
3. Sent letters of continuing cooperation to community sponsors and advisory members.
4. EBE staff attended state sponsored workshops in Cheyenne, Casper, and Laramie.
5. Completed 1977-78 BMO for all EBE staff members.
6. Held formal EBE staff meetings monthly and informal weekly sessions.
7. Purchased a variety of sound resource materials for EBE student use.
8. Conducted follow-up surveys from students, community people and parents.
9. Held a spring recruitment campaign for student enrollment for 1977-78.
10. Pre and post tested experimental and control groups.
11. Selected a Learning Resource Specialist.
12. Recruited 52 community sponsors during this year.
13. Attended all state-sponsored EBE workshops.
14. Organized an EBE learning center.
15. Developed an EBE curriculum and program requirements.

16. Made civic appearances and used news media for informing the general public.

17. Developed handouts for public information.

18. Organized and utilized advisory committee.

19. Developed and followed a Management by Objectives (MBO) plan for each EBE staff member.

FINDINGS AND EVENTS

1. Held advisory committee meetings throughout the year.

2. Undertook a community improvement project.

3. Held a parent and student orientation session.

4. Gave semi-annual progress reports to the Board of Education.

PROBLEMS ENCOUNTERED OR EXPECTED

1. Facilities are too small.

2. Shortage of time allowed for community development.

3. Difficulty in establishing a control group.

4. Devising a consistent and fair grading system.

5. Establishing a sound insurance coverage arrangement for EBE students.

DISSEMINATION INFORMATION

1. Developed a brochure and assorted flyers for public information.

2. News releases appeared in local newspaper.

3. Appeared on two radio programs promoting EBE.

4. Made presentations to local civic groups.

5. Gave presentation to Wyoming University classes.

DATA COLLECTION

1. Collected student evaluations on community sites.

2. Received and tabulated survey results from EBE students, parents and community people.

3. Developed an inventory system and sex bias evaluation form.

4. Collected test results of EBE students and put information into student profiles.

5. Gathered information for curriculum development.

EVALUATION PLANS AND PROCEDURES

1. Pre and post tested experimental and control groups.

   Used the Comprehensive Test of Basic Skills Semantic Differential, Holland's Self-Directed Search and Student Attitude Questionnaire.

2. Third party onsite evaluation was held in April, 1977.

3. Had two formal evaluations of EBE Learning Manager and Learning Resource Specialist.

4. Evaluated EBE materials for discrimination and sex bias.

5. Pre and post tested students on Survival Skills.

6. Students completed an Exploration Package on each site experience.

STAFF UTILIZATION

1. Learning Resource Specialist responsible for writing units on survival skills, organizing seminars and resource inventories.

2. Learning Manager was responsible for life skill projects, exploration packages, journals, high school staff relations and student conduct.

3. Project Coordinator was responsible for reports, proposals, budgets, purchases, site recruitment, community relations, student follow-up and EBE staff training.

OTHER ACTIVITIES

1. Through cooperation with the University of Wyoming, the Learning Site Analysis Form (LSAF) was revised.

2. Developed an EBE student handbook.

FUTURE ACTIVITIES

During the coming quarter, the EBE project will enter the implementation phase as opposed to last year's planning phase. The implementation phase will consist of program improvement and continuation of strengths. This phase will serve as a revamping of program direction which will be of more benefit in preparing students for future goals.

EXPERIENCE BASED CAREER EDUCATION

FINAL QUARTERLY REPORT

June 1, 1977 to August 31, 1977

ATTACHMENT B

Submitted To: Wyoming State Department of Education

Submitted By: Fremont County School District No. 1
Lander, Wyoming

ACCOMPLISHMENTS

The accomplishments covered in this report inlcude four major areas:

1. Review of Project's Implementation Period
2. Finalization of 77/78 Staff Employment
3. Training of 77/78 Staff
4. Resource Development for 77/78 Program

Review of the pilot test period has led Lander EBCE to feel that a solid base has been created for the first full year's operation during the 1977/1978 academic year. Reaction from students, parents, experience-site sponsors, and community strongly support EBCE approach and concepts.

EBCE staff requirements have been finalized and the following individuals have been employed:

1.	EBCE Learning Manager #1 - Mr. Del Nelson	100% time
2.	EBCE Learning Manager #2 - Ms. Linda Johnstone	100% time
3.	EBCE Learning Aide/Secretary - Ms. Marti Harbour	100% time
4.	EBCE Director - Mr. James Schlegel	25% time

Both Learning Managers will share the community duties of EBCE associated with the role description of EBCE Employer Relations Specialist.

During the week of August 15, 1977, the total above-mentioned Lander EBCE staff underwent EBCE training by the Northwest Regional Educational Laboratory staff. This training took place in Casper, Wyoming and utilized Wyoming EBCE personnel from the four project sites in the state, University of Wyoming and State Department of Education in conjunction with those from the NWREL.

To enable EBCE to meet its objectives, and to meet those commitments from the total district agreed upon in the original project proposal, a local budget commitment of over $40,000 was confirmed. This has enabled program planning to look beyond the limited fiscal resources of the EBCE grant.

MAJOR ACTIVITIES AND EVENTS

The following list of major activities and events for Lander EBCE are not listed in priority or chronologial order:

1. Review of third party EBCE Evaluation Report
2. On-going contact with NIE/EBCE Liaison - University of Wyoming
3. Acceptance of local EBCE budget
4. Project Direction/SDE/Evaluator planning meeting in Cheyenne
5. Numerous EBCE advisory committee meetings
6. Project Management by Objectives (MBO) formulation
7. Finalization of 77/78 EBCE staff positions
8. Local editorial concerning EBCE (see Appendix V)
9. Staff training of EBCE personnel
10. Scheduling of student orientation

11. Development of Sex-Bias Process Review for educational materials
12. Ordering EBCE equipment and furnishings
13. Ordering of EBCE software

PROBLEMS

Two problems appear to present on-going obstacles which inhibit Lander EBCE in varying degrees. The most formidable of these two is parent and student reaction to the alternative credit aspect of Lander EBCE. It appears that there is not a great need by students for a total alternative education format. Only time will provide the answer to this reaction. The second problem is one to which no ready solution is apparent. The federal fiscal year is completely out of phase with the needs and workings of the public schools.

PUBLICITY/DISSEMINATION ACTIVITIES

There were three (3) non-school activities related to EBCE publicity and dissemination. Included in this report is a copy of an editorial from the Wyoming State Journal in Lander, Wyoming. Positive public reaction from this editorial surfaced in several ways. It provided excellent credibility for Lander EBCE.

The second activity was a presentation on June 17, 1977 at the National Center for Career Education (NCCE). This presentation was to numerous educators from Idaho, Montana, and Nebraska who were participating in a workshop examining career education implementation programs.

The third consisted of two (2) summer presentations to the Lander Rotary Club. This organization has been interested and supportive of EBCE with three of its members serving on the EBCE Advisory Committee.

PROGRESS ON DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES

Currently, Lander EBCE is awaiting evaluation instruments for student assessment. The same general evaluation format as 76/77 is planned. A project MBO has been developed from program consistency.

OTHER ACTIVITIES

As mentioned in earlier reports, the Lander EBCE Advisory Committee is finalizing the master list of local survival skills (competencies). At its request, the initial list of proposed survival skills was ranked by both advisory committee members and parents of incoming students. Four (4) broad headings were utilized:

1. Money Management
2. Health
3. Government
4. Employment

The priority list under each area is included in this report.

STAFF DEVELOPMENT

The staff development activities were listed as part of the Major Activities and Events portion of this report.

James M. Schlueter

LANDER EBCE DIRECTOR

September 2, 1977

DATE

APPENDIX I

1976/1977

LANDER EBCE ADVISORY COMMITTEE

Mrs. Mary Alexander
792 Garner Drive
Lander, WY 82520

Home Phone: 332-4956
Office Phone: 332-4730

Mr. Alan Hardy
910 Cliff Street
Lander, WY 82520

Home Phone: 332-9829
Office Phone: 332-3892

Mr. Gary Matthews
Mountain Bell
249 Lincoln
Lander, WY 82520

Home Phone: 332-4444
Office Phone: 332-2340

Mr. Ed Sayer
805 South Sixth Street
Lander, WY 82520

Home Phone: 332-4851
Office Phone: 332-3424

Mr. Bill Sniffin
Squaw Creek Acres
Lander, WY 82520

Home Phone: 332-2881
Office Phone: 332-2323

Mr. Dave Brown
1055 W. Cascade
Lander, WY 82520

Home Phone: 332-9275
Office Phone: 332-4420

Mrs. Kathy Huelle
980 Cliff Street
Lander, WY 82520

Home Phone: 332-4955
Office Phone: 332-4212

Mrs. Lorraine Ocenas
238 Market
Lander, WY 82520

Home Phone: 332-4842
Office Phone: 332-5144

Mrs. Jo Anne Smail
755 Cross
Lander, WY 82520

Home Phone: 332-5720
Office Phone: 332-4711

Mr. James Soukup
513 South Third Street
Lander, WY 82520

Home Phone: 332-9780
Office Phone: 332-2413

NATIONAL CENTER FOR CAREER EDUCATION

at the University of Montana
P. O. Box 7815
Missoula, Montana 59807
(406) 243-5262/6466

April 1, 1977

Jim Schlegel
Lander School District
Lander, Wyoming 82520

Dear Jim:

I am writing to confirm NCCE's invitation for you to serve as a presentor in our summer workshop, "Current Trends in Career Education." The workshop will be held on June 15 - 17 from 8:30 a.m. to 4:00 p.m. The following schedule is tentative based on your confirmation so if the time and date suggested for you is inappropriate, please contact me immediately so I can alter times for other resource persons.

June 15	a.m.	Kenneth Hoyt, "The National Scene"
	p.m.	Joe McGhee, "The State Effort in California"
June 16	a.m.	Woody Spriggs, "An Elementary Career Education Program" (Hands-On The Real Thing)
	p.m.	Carol Lewis, "Project Interface" (a community resource model)
June 17	a.m.	Jim Schlegel, "The EBCE Model"
	p.m.	David Clapsaddle, Harrell Guard "The NCCE Model"

I am extremely pleased that you are willing to come and share with us during these three exciting days.

Sincerely,

Harrell Guard
Assistant Director for
Educational Services

HG/pk

APPENDIX III

LANDER EBCE STAFF REVIEW
OF EBCE TRAINING
August 15-19, 1977
Casper, Wyoming

LMI'S STAFF REPORT FORM

Please respond to each of the following informational request areas.

1. Delbert A. Nelson (Staff Member) 2. August 15-19, 1977 (Training Dates)

3. Casper, Wyoming (Training Location) 4. EBCE Training Session (Purpose of Training)

5. Brief Training Description

We learned what to do (and when) in setting up a good EBCE program. This training involved student contact, parent contact, community contact, and staff and faculty contact. The training got down to specific situations.

6. Evaluation Comments

The training was great. We only had a week, but we touched on just about everything that we will come in contact with. The people working in the meeting knew what they were talking about.

7. Recommendations

The meeting should have been in Oregon. I would have liked to get a feel of the physical "feeling" of the EBCE Program.

8. /s/ Delbert A. Nelson (Signature) 9. August 23, 1977 (Date)

LMI'S STAFF REPORT FORM

Please respond to each of the following informational request areas.

1. Linda K. Johnstone (Staff Member) 2. 15-19 August 1977 (Training Dates)

3. Casper (Training Location) 4. EBCE Workshop (Purpose of Training)

5. Brief Training Description

Since this program is completely individualized we learned how to write projects and identify goals and objectives of the program. Tremendous help!

6. Evaluation Comments

Certainly helped me to define my role in EBCE. Without the workshop training this year would have been so much more difficult to face and prepare for.

7. Recommendations

Only recommendation would be to have the training a couple of weeks earlier to facilitate working time to get organized before students arrive.

8. /s/ Linda K. Johnstone (Signature) 9. 23 August 1977 (Date)

LMI'S STAFF REPORT FORM

Please respond to each of the following informational request areas.

1. Marti Harbour (Staff Member) 2. August 15-19, 1977 (Training Dates)

3. Casper (Training Location) 4. EBCE Training Workshop (Purpose of Training)

5. Brief Training Description

The training was to familiarize us with the EBCE Program. It covered all pertinent areas that we will be dealing with.

6. Evaluation Comments

I felt that the sessions were very informative and the material given was of great value. I was able to put the program together in mind much better. I think that I will be able to utilize some of the things that others use.

7. Recommendations

I think that seeing some of the other sites would be very valuable.

8. /s/ Marti Harbour (Signature) 9. August 24, 1977 (Date)

APPENDIX IV

LOCAL EBCE BUDGET CONTRIBUTION

1977/1978 CATEGORICAL ALLOCATIONS

LOCAL EBCE BUDGET

July 1, 1977 - June 30, 1978

STAFF TRAVEL	$ 775.00
AUDIO-VISUAL EQUIPMENT	$ 1,929.35
EQUIPMENT/FURNISHINGS	$ 4,316.64
PERSONNEL SALARIES	$30,371.00
PERSONNEL FRINGE BENEFITS	$ 4,555.65
TOTAL LOCAL CONTRIBUTION	$41,947.64

APPENDIX V

COMMENT

The editorial and opinion page of the Wyoming State Journal. Offices at 267 Main Street in Lander, Wyoming, 82530.

How schools can graduate better-informed citizens

How many times have you run into a high school senior who didn't know how to balance a checkbook? Or manage a charge account? Or understand insurance?

There's a program that's being started at Lander Valley High School to change this.

Working quietly, but thoroughly, the Experienced-Based Career Education (EBCE) program at LVHS has been involved in coming up with a "survival skills" program, which would require students to be able to do certain things before they could graduate from high school.

The EBCE program is much more than that, however, but we find this aspect of the program very interesting.

The state of Oregon pioneered this several years ago when survival skills were instituted in all the high schools. Among other things, students were taught many of the everyday skills they would need before they could graduate. These are also called "competencies".

That is, not only did a young person have to do a certain amount of work scholastically to graduate from high school, but also had to prove he was "competent" in these survival skills before the school turned him loose on society.

Besides the competencies list from Oregon, the advisory committee to the EBCE have been looking at a program from Texas of which here are some of the survival skills that state thought necessary to graduate:

-- To identify sources of information which may lead to employment. How to read a want ad.

-- To prepare for job interviews and make out job applications.

-- To be able to count money and convert weights, add measures using measurement tables and mathematical operations.

-- To understand taxes, sales, property and income.

-- To be able to use catalogues, consumer guides and other reference guides to select goods and services.

-- To be aware of advertising techniques and to recognize appropriate types of advertising.

-- To know how to buy a car and maintain it properly.

-- To be familiar with all forms of banking services in the community.

-- To know medical and health services in the community.

-- To understand family planning.

-- To be able to apply simple first aid.

-- To obtain a knowledge of various legal documents which the individual needs as a member of society.

THE ABOVE list is just a few of the competencies listed in the Texas system. The Oregon system, wasn't nearly as thorough, but still covered most of the same areas.

Jim Schlegel heads up this program at LVHS and it sure looks like a good one. Supt., Dean Conine, also is to be commended for his dedication toward career education and for pushing toward adoption of a survival skills program.

--W.S.

APPENDIX VI

EBCE PROJECT EVALUATION MATRIX

SUMMARY TEST SCHEDULE

Test	Reusable	Pre-Test	Post-Test	Experimental Group	Control Group	Scoring	Recording	Comment
CTBS	Yes	Yes	Yes	Yes	Yes	NWREL	Answer Sheets 6901-4	
Self-Directed Search	No	Yes	No	Yes	No	Local	Test Booklet	
Student Attitude Questionnaire	Yes	Yes	Yes	Yes	Yes	NWREL	Blue Answer Sheet (C)	
Application/background questionnaire	No	Yes	No	Yes	Yes	NWREL	Test Booklet	May be Reproduced Locall
End of Year Questionnaire	No	No	Yes	Yes	No	NWREL	Test Booklet	May be Reproduced Locall
Semantic Differential (Surveys)	No	Yes	Yes	Yes	Yes	Evaluator	Test Booklet	May be Reproduced Locall
Parent	No	No	Yes	Yes	No	Evaluator	Test Booklet	
Staff	No	No	Yes	Staff Involved with Proj.	No	Evaluator	Test Booklet	
Employer	No	No	Yes	Employer involved with Project	No	Evaluator	Test Booklet	

APPENDIX VII

LANDER EBCE MATERIALS
REVIEW FORM

LAUDER ERIC MATERIALS
DISCRIMINATION AND SEX BIAS EVALUATION
REPORT FORM *

TITLE _____

SOURCE _____

TYPE: Please check appropriate categories

____ Filmstrip	____ Video Tape
____ Audio (tape, record, etc.)	____ Periodical (whole or part)
____ 16mm Film	____ Book (non-text)
____ Text	____ Other _____
____ Pharmplet	_____

1. To what extent is the content based on currently valid knowledge of human experience, culture, and beliefs?

/ / / / / /
1 2 3 4 5
Not at all To great extent

/___/ Not Applicable

/___/ Score

2. How free is the material of racial and/or ethnic bias?

/ / / / / /
1 2 3 4 5
Biased Free of Bias

/___/ Score

3. How free is the material of religious bias?

/ / / / / /
1 2 3 4 5
Biased Free of Bias

/___/ Score

4. How free is the material of sex role stereotyping?

/ / / / / /
1 2 3 4 5
Much Stereotyping No Stereotyping

/___/ Score

5. How free is the material of job denigration?

/ / / / / /
1 2 3 4 5
Much Denigration No Denigration

/___/ Score

6. To what extent does the material contain diverse role-models to which a member of a minority group can relate (e.g. Blacks, Chicanos, Jews, Women)?

/ / / / / /
1 2 3 4 5
Not at all To great extent

/___/ Not Applicable

/___/ Score

7. If the materials contain visuals, to what extent do the characters depicted represent a variety of racial groups?

/ / / / / /
1 2 3 4 5
Not at all To great extent

/___/ Not Applicable

/___/ Score

8. To what extent does the material include characters with names indicative of a variety of ethnic groups?

/ / / / / /
1 2 3 4 5
Not at all To great extent

/___/ Not Applicable

/___/ Score

Recommendation:

____ Keep - appears to meet criteria

____ Keep - note weakness(s) for users

____ Reject

Biases for _____

_____

_____

Evaluator: _____

Position: _____

* Adapted from Laramie, Wyoming FBCE Pilot Project - FY77

ATTACHMENT C

Division of Instruction
Laramie County School District Number One
Administration Building
Cheyenne, Wyoming

FROM: Clark P. Allen and Wes Kelley

DATE: September 6, 1977

SUBJECT: Cheyenne CBOE (EBCE) Program
Storey Gym
2810 House

FINAL REPORT

This is a summary of the highlights of the 1976-77 school year. The staff feels the overall objective of Community Based Education was achieved and that the problems encountered will be solved for the 1977-78 year.

The support from the local school administration and from Dr. Mike Elliott's office in the State Department of Education aided greatly in the success to date.

The effort in this report was to summarize, so much of the supportive materials was not included since they were submitted with the quarterly reports.

III Problems

1. Recruiting a random somple of student population
2. Developing the method(s) that interest and inform the district staffs at secondary schools
3. Finding ways for testing the control group
4. Monitoring the student progress and program status
5. Project writing

IV Public Relations

1. Developed a brochure for CBOE (EBCE)
2. Presented one radio show
3. Presented two tv programs
4. Held one parent meeting (group)
5. Displayed materials at district career education fair for teachers and school board.
6. Presented CBOE (EBCE) slide show eight times to school and civic groups
7. Two CBOE (EBCE) students attended an East High breakfast to explain program
8. Sent 30 thank you letters to 1976-77 employer sites

V Dissemination

1. Shared insurance plan with other sites
2. Shared copies of compentencies and survival skills with Principal, Dr. Lucero of High School III

VI Data Collection, Evaluation

1. Completed testing of all CBOE (EBCE) students
2. Developed filing documentation system to follow MBO
3. Testing materials are locked in file

I. Accomplishments

1. Five graduates from CBOE (EBCE) with two diplomas from East and three diplomas from Central
2. Established MBO and filing system for documentation
3. Developed master monitor boards for students progress and program status
4. Developed new facilities at Storey Gym for CBOE (EBCE)
5. Added an instructional aide to staff so it now includes a learning manager, secretary aide, and the instructional aide
6. Consultants for English, Social Studies, Math/Science, L.D. and P.E. are available to help write projects
7. Career counselor developed a profile on all students and arranged for testing of pilot and control groups
8. Recruited 31 potential students for 1977-78 through day long registration table in lobby of high schools and talks to English classes
9. Completed 18 LSAF's
10. Developed forms for:
    a) evaluation of materials for racism and sexism
    b) evaluation of four imstructional components of CBOE (EBCE)
11. Program will be renamed Community Based Occupational Education (CBOE)

II. Major Activities

1. Met with advisory committee 3 times
2. Presented 8 meetings to Civic and school groups
3. Met with parents of all students at their homes
4. Recruited 80 community sites
5. Met each month with district cooperative and intern education teachers
6. Provided insurance coverage for all students
7. Provided transportation thru a school van for all students
8. Reviewed, evaluated and ordered 35 resource materials
9. Reorganized and expanded the advisory committee in May 1977

VI Data Collection, Evaluation (Cont'd)

4. Met with Dr. Spooner and other project coordinators in June 1977 to plan testing procedures for 1977-78

VII Staff Employment

1.	Wes Kelley	Certified teacher
2.	Clark Allen	Project coordinator
3.	Charlene Gunther	Secretary aide
4.	Shirley Long	English consultant
5.	Nate Breen	Social Studies consultant
6.	Bill Hansen	P E consultant
7.	Kit Carpenter	Math/Science consultant
8.	Charlouise Buckles	L D consultant
9.	Steve Foreman	Career counselor
10.	Jeff Bullock	Career counselor
11.	Mark Zeiman	Extra help 2 days per week during April and May
12.	Iretha Bliss	Instructional aide for 1977-78

VIII Staff Development

1. Developed MBO for consultants

2. Developed job descriptions for staff

3. Developed job responsibilities for staff

4. Attended workshops
   a. 2 days - SDE - on MBO
   b. 5 days - Laramie - Inservice
   c. 2 days - Portland - Inservice
   d. 2 days - Glenrock - Inservice
   e. 1 day - SDE - MBO, testing, budgets
   f. 2 days - SDE - MBO, community use
   g. 5 days - Casper - Staff inservice

EXPERIENCE BASED CAREER EDUCATION

END OF YEAR REPORT

September 1, 1976 - August 31, 1977

ATTACHMENT D

Submitted To: Wyoming State Department of Education

Submitted By: Converse County School District No. 2
Glenrock, Wyoming

ACCOMPLISHMENTS

During this period of time the Glenrock EBCE project grew from a very small pilot project to an integral portion of our high school curriculum.

The project began last November with three pilot students. As of this writing, 20 students are now beginning a full year of EBCE work. The community has been quite well organized and we find that the Glenrock community is able to satisfy all but a few of the students' learning needs.

Our physical facilities have increased from a small library conference room to an attractive remodeled area having its own exit and entrance to the community.

The first year was also used for staff inservice. The total staff attended a week long training session at the University of Wyoming in early September. Prior to that, the staff attended several State Department of Education workshops concerning EBCE. In April, Sue Cook of NWREL visited Glenrock for a full day on site observation and inservice session. A state EBCE conference was held in Glenrock during late May. Gene Daniels, our community relations specialist, was on the presenting staff for the State EBCE Inservice Conference held this August.

MAJOR EVENTS

September 1, 1976 - Staff work begins
September 13, 1976 - Staff attends week long training session at University of Wyoming
October 20, 28, 1976 - EI workshop
November 4, 1976 - Senior parent presentation
November 9, 1976 - Pilot program begins with three students
January 5, 1977 - Presentation to all seniors
January 6, 1977 - Presentation to parents
January 11, 13, 1977 - Pre-testing
January 14, 1977 - Student selection
January 24, 1977 - 12 students in EBCE
January 24, 28, 1977 - Student orientation
March 16, 17, 1977 - Onsite evaluation by Dr. Spooner
April 5, 1977 - Sue Cook visit
April 15, 1977 - Presentation to juniors and parents
April 25, 1977 - Selection of year 2 seniors
May 2-6, 1977 - Post-testing
May 13, 1977 - Open house
May 16, 1977 - Graduation
May 19, 20, 1977 - State EBCE conference in Glenrock
June, 1977 - Learning manager update of materials
August, 1977 - Community update by CRS
August 10, 11, 1977 - State Project Directors Meeting
August 15-19, 1977 - State Inservice Workshop
August 30, 1977 - Begin second year program

PROBLEMS

We experienced very few major problems over the first year. Most minor problems were not a part of the learning process. These involved a long delay in providing adequate insurance coverage, using temporary physical facilities, and difficulty in obtaining a reasonable control group for testing. This second year is beginning with very few immediate problems. The student group this year is a much more representative sample of student ability, interest, and motivation. This may present some unusual challenges!

SUMMARY

We think that our first year in EBCE was quite successful. We have a competent staff, a very interested community, and good working relationship with the secondary staff and administration. These combine to provide a very favorable climate.

Our second year has already started and all signs point to another successful year.